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ABSTRACT

This self-evaluation report presents information gathered by Gateway Technical Institute in partial fulfillment of reaffirmation for accreditation as a single, multi-campus institution. Included in the report are ten chapters dealing with: (1) the college's philosophy and objectives: (2) the geographic, demographic, and economic characteristics of its service district; (3) the school's administrative organization: (4) faculty and staff, including conditions of employment, evaluation of instruction, workload, and salaries; (5) vocational and community education programs; (6) the student services provided at the college; (7) instructional resources, including learning centers and instructional television facilities; (8) research and planning activities; (9) financial resources; and (10) facilities maintenance, use, and planning. Each chapter provides a discussion of current strengths, concerns, and suggested solutions. The report concludes with certification statements of accreditation. Data tables and eight appendices are included. (JP)

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A Comprehensive Self-Evaluation Report

Submitted By

GATEWAY TECHNICAL INSTITUTE

Kenosha, Racine and Elkhorn Campuses

District Office
3520 - 30th Avenue
Kenosha, Wisconsin 53141

In Partial Fulfillment of Reaffirmation
for Accreditation

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PREFACE

Gateway Technical Institute serves a three-county area in Southeastern Wisconsin providing vocational, technical and adult education services to the communities of Racine, Kenosha and Walworth Counties. The Kenosha and Elkhorn Campuses were granted accreditation from North Central Association of Colleges and Schools in 1970 with the Racine Campus accredited in 1974.

This document has been prepared as a partial fulfillment of the reaffirmation for accreditation and reflects a departure from the past campus-by-campus approach to a single educational entity. The North Central Association, Commission on Institutions of Higher Education, is being requested at this time to consider this substantive change by considering Gateway as one entity with multi-campus operations.

This self-evaluation document is the culmination of the efforts of the Gateway faculty and staff and represents an accurate description of the various components of this institution along with an analysis of its strengths, concerns and suggested solutions.

ACKNOWLEDGEMENT

Gateway extends its appreciation to the entire faculty and staff for their efforts in the preparation of the self-evaluation document. Special recognition to the following individuals is acknowledged:

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Keith W. Stoehr
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and President

INTRODUCTION

In the State of Wisconsin there is a dual system of vocational education--the Board of Vocational, Technical and Adult Education directs activities of vocational education at the postsecondary level and the Department of Public Instruction is delegated the responsibility of vocational education activities at the secondary level. Wisconsin has two systems of higher education--the Board of Vocational, Technical and Adult Education and the University of Wisconsin.

This document has been prepared as a partial fulfillment of the reaffirmative for accreditation and reflects a departure from the past campus-by-campus approach to a single educational entity. The North Central Association, Commission on Institutions of Higher Education, is being requested at this time to consider this substantive change by considering Gateway as one entity with multi-campus operations. The rationale for the substantive change is that the District presently operates under one governing board, one administrative unit to serve all campuses, allocates financial resources as a total District and utilizes staffing patterns that are integrated between the three campuses.

The purpose of the self-evaluation was to measure how the District was meeting its mission. The mission states that the District is responsible for the initiation, development, maintenance and supervision of programs with specific occupational orientations below the baccalaureate degree and to provide a continuing program of community-based education programs responsive to people's needs.

Gateway serves a three-county area in Southeastern Wisconsin providing vocational, technical and adult education services to the communities of Racine, Kenosha and Walworth Counties. The Kenosha and Elkhorn Campuses were granted accreditation from North Central Association, Commission on Institutions of Higher Education, in 1970 with the Racine Campus receiving accreditation in 1974. Gateway is publicly supported and was established by Wisconsin Statutes and within the authority of the Wisconsin Board of Vocational, Technical and Adult Education. The official population estimates for 1978 showed the District with a population of 372,203.

The process used in preparation for the reaffirmation of accreditation began when Keith W. Stoehr, District Director/President, wrote to all employees during the summer of 1978 inviting them to participate in the self-evaluation process. Those who volunteered indicated their areas of interest and expertise. The formation of the Steering Committee and the Topical Committees was set up according to the desires and interests of the responding employees. The Institutional Development Committees, which are standing District Committees, are also composed of volunteers. The Educational Task Force Committees, composed primarily of instructors, were appointed by coordinators and supervisors. (Appendix A)

The functions of these various committees are as follows:

Steering Committee

-Develop the time-line for the self-evaluation.

-Develop the main areas and format for the Topical Committee's final report.

-Review the Topical Committee's evaluative criteria for consistency and thoroughness.

-Review the final self-evaluation report.

Institutional Development Committees

-Review and analyze the Topical Committee's self-evaluation report relative to their specific campus.

Topical Committees

-Develop a mission statement for their topical area.

-Develop the specific evaluative criteria items.

-Review and analyze the Educational Programs and Services Task Force committees final reports.

-Develop the self-evaluation report representing their topical area.

Educational Task Force Committees

-Analyze their program or service area relative to the evaluative criteria established by the Topical Committees.

-Develop a final report that represents an effectiveness study in meeting their designated institutional mission.

The Educational Task Force Committees' responses to the evaluative criteria developed by the Topical Committees formed the basis of the validation of the self-evaluation process. These responses were channeled back to the Topical Committees where they were tabulated. An opinionnaire was developed asking for input from the entire faculty and staff relating to the strengths and concerns of Gateway. At the same time, suggested solutions to the various concerns were brought forward by the Educational Task Force Committees and other faculty and staff. The results of these efforts were then examined by the Steering Committee and the Institutional Development Committees and subsequently were approved.

The Informational Flow Chart (Appendix B) provided a structure for the committees.

The document is organized so that each chapter describes a District resource in total. At the end of each chapter, reference was made to the prior North Central visiting team's reported strengths and concerns. A status report of the concern is also given along with current strengths, concerns and suggested solutions. A supplemental report will be completed before the team visit which will reflect the current status of the concerns and contain a referenced annotated bibliography describing reports, materials and locations of these items for team members' review. The summary of the self-evaluation and the 1978 Certification Statements of Affiliation are included in Chapter 11.

This self-evaluation document is the culmination of the efforts of the Gateway faculty and staff and represents an accurate description of the various components of this District. Further use of this document will be made through its distribution to all full-time faculty and staff to be used as resource material.

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PHILOSOPHY AND OBJECTIVES

PHILOSOPHY STATEMENT

Wisconsin has two systems of higher education--The Wisconsin Board of Vocational, Technical and Adult Education and the University of Wisconsin. Specifically, the Wisconsin Statutes (Section 38.01) identify the mission of the Wisconsin Board of Vocational, Technical and Adult Education to be:

> . . . responsible for the initiation, development, maintenance, and supervision of programs with specific occupational orientations below the baccalaureate level, including associate degrees in applied science, training of apprentices, and adult education below the professional level. (Appendix C)

PHILOSOPHY OF WISCONSIN VTAE BOARD

The philosophy of the Wisconsin Board of Vocational, Technical and Adult Education is directed to initiating, developing and maintaining educational opportunities and services for adults of all ages to enable them to become occupationally competent; to better understand their responsibilities of citizenship, home and family life; to improve their health; and to help them to appreciate those things which will enrich their lives.

The Wisconsin Statutes (Section 36.01 and 36.31) identify the mission of the University of Wisconsin system to be:

> Statement of purpose and mission.
> (1) The legislature finds it in the public interest to provide a system of higher education which enables

> students of all ages, backgrounds, and levels of income to participate in the search for knowledge and individual development; which stresses undergraduate teaching as its main priority; which offers selected professional graduate and research programs with emphasis on state and national needs; which fosters diversity of educational opportunity; which promotes service to the public; which makes effective and efficient use of human and physical resources; which functions cooperatively with other educational institutions and systems; and which promotes internal coordination and wisest possible use of resources.
> Coordination with other educational agencies.
> (1) The Board shall not, without the approval of the board of vocational, technical and adult education, broaden the system's post-high school training mission to include the preparation of persons for semiprofessional or skilled-trade occupations beyond those offered during the 1972-73 academic year. The board of vocational, technical and adult education shall not, without the approval of the board of regents, broaden its system's college parallel program offerings beyond those in existence during the 1972-73 academic year. In this section, "college parallel program offerings" means those courses approved and designated by the board of vocational, technical and adult education in compliance with s. 38.24 (1) which enables a student to continue education as a junior in a 4-year institution.

PHILOSOPHY OF GATEWAY VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

The philosophy of Gateway Technical Institute (herein after referred to as Gateway) is consistent with the philosophy and mission of the Wisconsin Board of Vocational, Technical and Adult Education. The Gateway District strives to provide a continuing program of community based educational programs responsive to people's needs throughout their lives.

The Gateway Board and staff believe all people have the right to develop their talents to the fullest measure. Students are considered as individuals, accepted at their own levels and assisted in their development toward their own particular goals. They are encouraged to develop respect for themselves and for the dignity and worth of every individual. Through balanced curricula and guidance, it is the goal of the Gateway District to help the individual become socially and occupationally competent.

In vocational, technical and adult education, those who have legal responsibility for providing career and continuing education believe that what is best for the individual also benefits society.

New areas for career education are examined regularly to broaden and strengthen the scope of service in the Gateway District. Through Gateway's open-door policy, any adult who can profit from the instruction offered is encouraged to take advantage of the career education opportunities at Gateway.

Although the primary purpose of Gateway is to serve the people of the District, it is believed that our international involvement in providing educational/consulting services to developing countries will best serve all people and thus benefit not only the Gateway District, state, and nation, but also the world.

OBJECTIVES OF WISCONSIN VTAE BOARD

The objectives of the Wisconsin Board of Vocational, Technical and Adult Education are detailed in its mission statement.[1]

The Board is dedicated to meeting the needs of the large proportion of the general public beyond the age of sixteen who can benefit from vocational, technical and adult education programs, activities and services.

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[1] Mission Statement of the Wisconsin System of Vocational, Technical and Adult Education (Madison: Wisconsin Board of Vocational, Technical and Adult Education, 1970), pp. 3-4.

The Board recognizes that many persons currently aspire to seek and achieve a postsecondary education other than that considered to be part of the baccalaureate or higher degree curricula. The Board is committed to the development and conservation of our human resources through occupational preparation and upgrading skill development and technical knowledge.

The potential students come from various economic, social, educational and cultural backgrounds. These diverse groups are identified as follows:

1. Persons who have completed or left high school and are available for study in preparation for entering the labor force.
2. Employed workers who need training or retraining to achieve stability or advancement in employment in business, industry or agriculture. This includes cases where industry moves into an area requiring certain skills.
3. Unemployed and underemployed persons who need new skills and specialized training because of evolving technology.
4. Persons who have special needs or handicaps which prevent them from entering or succeeding in regular vocational and technical education programs.
5. Persons considered to be in poverty or within the poverty income levels or on private and public assistance programs.
6. Persons planning for retirement and/or new careers.
7. Established and potential homemakers desiring educational opportunities.
8. Persons who desire self-enrichment or a vocational education for cultural improvement.

OBJECTIVES OF GATEWAY DISTRICT

The objectives of the Gateway District are consistent with the philosophy, mission and objectives of the Wisconsin Board of Vocational, Technical and Adult Education.

The following are the specific objectives of the Gateway District as recognized by the institution and by the community that it serves. These objectives are to:

1. Provide diploma and associate degree occupational programs.
2. Provide adult basic education.
3. Provide adult high school education.
4. Provide extension education for employed workers.
5. Provide pre-vocational education and career planning.
6. Provide adult education non-credit courses.
7. Provide programs of special interest to senior citizens.
8. Provide specialized activities for the disadvantaged and handicapped.
9. Provide apprenticeship training.
10. Provide seminars, conferences and workshops related to the mission of the District.
11. Provide programs and courses to best serve the needs of students within the physical and financial resources of the District.
12. Provide adequate facilities to make educational offerings available to the citizens on campus and also on an outreach basis through radio, television, independent study and unique packages.
13. Provide instructional equipment necessary for quality education.
14. Staff the institution with instructors who have appropriate qualifications, are committed to the philosophy of the institution and are dedicated to meeting the needs of the students.
15. Provide continuing in-service opportunities and incentives for the staff to enable them to maintain and improve their instructional competence.
16. Provide student services such as recruitment, guidance, counseling, financial aids, placement and student activities to support the needs of the student population.

17. Provide a learning resource center and an instructional resource center capable of supporting the student population and instructional staff.

18. Provide an administrative structure and staff capable of supporting the instructional efforts.

19. Provide an advisory committee system to assist in program development and review.

20. Provide educational/consulting services to other communities and countries.

21. Provide community-based education courses and programs to enable all individuals to become occupationally and socially competent.

The implementation of the Gateway philosophy has attracted national and international attention. With the endorsement and encouragement of the Gateway Board, selected developing countries have benefited from the expertise of the staff. Students are selecting Gateway, one institution with many locations and international involvement, to further their education. The Gateway District will continue to serve the best interests of its constituents and strive to meet the educational and training challenges of the future.

CHAPTER II: THE INSTITUTION AND ENVIRONMENT

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THE INSTITUTION AND ENVIRONMENT

DESCRIPTION OF DISTRICT

The Gateway District is located in southeastern Wisconsin and includes the three counties of Kenosha, Walworth and Racine, except for a small portion that is a part of the Muskego school district. It is publicly supported and was established by Wisconsin Statutes and within the authority of the Wisconsin Board of Vocational, Technical and Adult Education. Responsibility for the local education program is vested in a District Board. (Appendix C)

The Gateway District offers educational programs on three campuses: Gateway Technical Institute--Kenosha Campus; Gateway Technical Institute--Racine Campus; and Gateway Technical Institute--Elkhorn Campus.

The Kenosha and Elkhorn Campuses, then named Kenosha Technical Institute, received full accreditation from the Commission on Institutions of Higher Education, North Central Association of Colleges and Secondary Schools on April 8, 1970. This accreditation was for a ten-year period and included both the Elkhorn Campus and the Kenosha Campus.

On March 27, 1974, the Racine Campus received full accreditation from the Commission on Institutions of Higher Education, North Central Association of Colleges and Secondary Schools. This accreditation was for a five-year period.

The Wisconsin legislature, in 1911, recognized the future for occupational and general adult education for its people and established the Wisconsin system of Vocational, Technical and Adult Education. The Racine Vocational School, established in 1911, was the first such school in the state and one of the forerunners in the nation. The Kenosha Vocational School was established in 1912. Since its inception, occupational program offerings have flourished and enrollments have expanded in a rapidly growing and industrially oriented community.

During these years, the schools have offered educational opportunities to indentured apprentices, young persons who left high school before completion of their regular high school program, high school graduates interested in technical training, adults who desired retraining in job improvement opportunities and persons who were interested in self-improvement.

A changing work force and the development of new technologies in the late 1950's and early 1960's prompted the Kenosha and Racine schools to move into new areas of vocational and technical education. Emphasis was placed on post high school programs and resulted in the development of associate degree programs at the two schools. The first associate degree was granted in June, 1960, at Kenosha and at Racine in June, 1965.

The Kenosha and Racine vocational, technical and adult education districts, comprised of Kenosha, Racine and Walworth Counties, merged through the approval of the State Board, effective July 1, 1971, and were known during the interim period as the Tri-County Vocational, Technical and Adult Education District. In September, 1972, the Wisconsin Board of Vocational, Technical and Adult Education approved a name change and the District became known as Gateway Vocational, Technical and Adult Education District.

The Gateway Board consists of seven members. These members are appointed by the three county board chairmen. The present board has three members from Racine County, two from Kenosha County and one from Walworth County.

The seventh member, in accordance with Wisconsin statutes, must be an administrator of one of the public school systems within the Gateway District. Presently, this is a superintendent of schools from one of the public school systems in Racine County.

THE INSTITUTIONAL SETTING

Geographic Characteristics

The Gateway District geographically consists of three counties, Kenosha, Racine and Walworth. Walworth County is the largest area with 578 square miles, Racine County with 337 square miles and Kenosha County with 276 square miles. Appendix D is a Wisconsin map showing the Gateway District in relation to the other 15 vocational, technical and adult education districts, and Appendix E is a map of the Gateway District that shows a comparative size of each of the counties. The third and fifth largest cities in the state of Wisconsin, i.e., Racine and Kenosha, are located within the District.

The location of the Gateway District, midway between Chicago and Milwaukee, has an economic impact relative to the educational programs offered and the employment possibilities.

Urbanization and industrial growth have changed a predominantly rural agricultural area into one of diversification, including manufacturing, suburbanization and tourism.

Future trends of land usage indicate a decentralization of industry as land becomes too scarce and too expensive in urban areas, making it more feasible to locate industries in suburban or rural areas.

Modern transportation and a convenient system of highways have helped to integrate the Gateway District into the economy of a lakeshore community. The proposed development of a loop freeway passing through the west central part of the Gateway District will eventually connect to the north with Milwaukee and to the south to the Wisconsin-Illinois state line and the interstate highway system. This will further provide transportation accessibility for all areas of the Gateway District.

The establishment of the City of Kenosha as an international seaport has had economic ramifications for both the state and local economy. Completion of Highway 15 from Milwaukee to Beloit, bisecting the Gateway District in Walworth County, enhances educational and employment opportunities for the citizens.

Population Characteristics

Official population estimates for 1978 indicate that the Gateway District has a population of 372,203. Of this total, Racine County is estimated to have a population of 177,337 with Kenosha and Walworth Counties estimated at 125,808 and 69,058 respectively. Since 1970, the population is estimated to have increased by 5.7 percent. The estimated rate of population growth in Wisconsin for the same period was 3.8 percent. Appendix F indicates estimated growth.

It is anticipated that the Gateway District will continue to have a population growth nearly one-third greater than that of the state average, for a growth rate of approximately three to five percent per year to the year 2000. Major factors associated with this growth are the increased industrialization of the Gateway District and the outmigration from the two large metropolitan areas to the north and south. The Gateway District, in addition to having a rapidly growing population, has a population which is comparatively younger, more urban and better educated than is the pattern for Wisconsin as a whole.

Age of Population

An analysis of the Gateway District's population by age in 1970 reveals the greatest population concentration is in the age groups 0-4 and 5-17. (Appendix G) Projections made by the Department of Administration indicate that during the next twenty years there will be a considerable increase in the population age of 25-34, 35-44, and 45-54 age groups.

The concentration of the population first evidenced in 1970 in the age groups 1-17 will encompass all age groups 0-44 the next twenty to thirty years. As the population age group shifts, emphasis on program offerings needs to shift to provide services to all adult age groups. Population statistics must be assessed if the Gateway District is to serve all.

Minority Mix of District Population

The minority groups projected for the 1979-80 period is estimated to be about 7.8 percent with all minorities represented in the group. The largest percentage is the black group followed by the Hispanic group.

Table 2.1

Gateway District - Minority Groups - 1979-80

Group	0-17	%	18-24	%	25-64	%	65 & Over	%	Total	%
American Indian or Alaskan Native	179	.2	80	.2	268	.2	57	.1	584	.1
White Non-Hispanic	110,490	92.0	50,636	92,3	167,995	92.2	36,903	92.5	366,024	92.3
Black Non-Hispanic	5,479	4.5	2,350	4.3	8,070	4.4	1,652	4.2	17,551	4.4
Hispanic	3,581	3.0	1,584	2.9	5,364	2.9	1,136	2.9	11,665	2.9
Asian or Pacific Islander	381	.3	180	.3	583	.3	133	.3	1,277	.3
TOTAL	120,110	100.0	54,830	100.0	182,280	100.0	39,881	100.0	397,101	100.0

Sources: Wisconsin Population Projections, June 1975, U. S. Census 1970 and Data from the Bureau of Research and Statistics, Department of Industry, Labor and Human Relations

As can be noted, the minority groups are sizable and are served by the regular programs and offerings of the Gateway District. As special needs of a minority group are identified, specific programs and activities are developed by the institution to serve these needs.

Minority Mix of Student Population

The student population served in full time programs approximates the minority population in the District. Table 2.2 substantiates this statement.

Table 2.2

Student Minority Report - Full Time Programs - September

Ethnic Group	1977	%	1978	%	1979	%
1. Black	285	6.3	259	5.5	265	6.1
2. Hispanic	126	2.8	106	2.3	103	2.4
3. Asian American	15	.3	17	.4	23	.5
4. American Indian	37	.8	14	.3	9	.2
5. White	4,072	89.8	4,352	91.5	3,934	90.8
Total Response	4,535	100.0	4,748	100.0	4,334	100.0
6. Total Minority	463	10.2	396	8.3	400	9.2
7. Sex--Males	2,162	47.6	2,125	46.0	2,156	49.7
Females	2,380	52.4	2,522	54.0	2,178	50.3
Total Response	4,542		4,647 (4,748)	97.9	4,334	100.0
Non-Response-Sex			101	2.1	na	

Information for minority report was obtained voluntarily from students in full-time programs after enrollment was completed. Information requested was collected in compliance with Title VI of the Civil Rights Act of 1964. The cut off date was the last day of registration in September of the Fall Semester.

Income of Population

According to the 1970 Census, the yearly family median income of the Gateway District was in a range between $10,000 and $25,000 and considered the highest in southeastern Wisconsin.

Table 2.3

Per Capita Income 1970

Family Income	Number of Families	%
Under $1,000	1331	1.6
$ 1,000 - $ 1,999	1564	1.8
2,000 - 2,999	2601	3.0
3,000 - 3,999	3077	3.6
4,000 - 4,999	3373	3.9
5,000 - 5,999	3421	4.0
6,000 - 6,999	4361	5.1
7,000 - 7,999	5557	6.5
8,000 - 8,999	6658	7.7
9,000 9,999	7069	8.2
10,000 - 11,999	13,989	16.3
12,000 - 14,999	14,800	17.2
15,000 24,999	14,850	17.3
25,000 - 49,999	2727	3.2
50,000 and over	493	.6
Total	85,781	100.0

Source: U. S. Census 1970

Educational Attainment of Population

As a population's educational attainment increases, it becomes more adaptable to changing employment requirements. Also, the opportunities increase for personal development and effective participation in community affairs. This high attainment also tends, in general, to make it easier for the population to meet the challenges of the economic and social demands of a modern society.

The adult educational attainment of a population has far-reaching implications in any community.

One measure of educational attainment by the population of the Gateway District is provided by the 1970 Census. Of the approximately

180,000 adults age 25 years or over, nearly 2600 have no formal schooling; nearly 48,000 have an eighth grade education or less; and approximately 37,500 have not completed high school with 62,712 having completed only four years of high school.

In a more positive vein, there were nearly 15,500 residents of the Gateway District with four years or more of college; over 32,000 with some post high school education and nearly 96,000 with a high school diploma.

Table 2.4

District Population
25 Years Old or More

By Sex, By Years of School Completed 1970

	Male		Female	
Grade Level	Number	%	Number	%
0 School Years Completed	1,143	1.3	1,371	1.4
Elementary 1-4 years	2,212	2.5	1,995	2.1
5-7 years	7,460	8.5	6,402	6.8
8 years	14,923	17.0	14,066	14.8
High School 1-3 years	18,192	20.8	19,076	20.1
4 years	26,712	30.6	36,000	38.0
College 1-3 years	7,788	8.9	9,318	9.8
4 years or more	9,095	10.4	6,598	7.0
Totals	87,525	100.0	94,826	100.0

Source: U. S. Census 1970

In recent years, the percent of students completing their high school education has been approaching 90 percent. Presently, there are approximately 6,000 graduates from the 17 public high schools in the Gateway District. Within the next few years, the number for both public and private high schools will approach 6,000 to 7,000 graduates per year and then stabilize during the following decade with only a moderate or limited increase.

Table 2.5

High School Enrollment - Public

	1974-75		1979-80		1984-85	
Grade	Enrollment	Dropouts	Enrollment	Dropouts	Enrollment	Dropouts
9	7,048	366	7,514	458	8,072	491
10	6,977	362	7,436	453	7,990	486
11	6,374	331	6,810	413	7,317	444
12	5,736	564	6,121	372	6,575	398
Graduates	5,172		5,749		6,177	

Source: Department of Public Instruction, Wisconsin Population Projections, June, 1975

Gateway has potential students at all levels of entry from adult basic education through associate degree and diploma programs and community service offerings. All of these areas are well represented by the special groups that live in the Gateway community, namely; Disadvantaged--a definition of the disadvantaged in the broadest sense of the word may be any person living in unfavorable circumstances or having an unfavorable condition, which includes the poor, the illiterate, and those with limited English-speaking ability. A brief listing of these special populations in the tri-county Gateway District follows:

The Poor -- There are 5,067 families in the Gateway District with incomes less than poverty level; 3,304 families with incomes less than 75 percent of poverty level and 7,524 families with incomes less than 125 percent poverty level. (Source: U. S. Census 1970)

The Illiterate -- A definition of the illiterate may be those individuals aged 25 years of age and over who have completed only four years or less of school. The following statistics are for Gateway's District: 2,514 persons aged 25 or over have completed no years of schooling and 4,207 persons have completed four years or less. By combining these two classes, we total 6,721 illiterate persons in the Gateway District.

(Source: U. S. Census 1970)

Limited English-Speaking Persons -- There are 15,843 foreign born persons in the Gateway District and 56,437 native born persons of foreign or mixed parentage. These combine for a total of 72,280 persons born of foreign stock. There are also 82,855 persons who live in an environment where English is not their mother tongue or the dominant language. These other languages are French, German, Spanish and a few others.

(Source: U. S. Census 1970)

Handicapped -- The disabled and/or handicapped individual is also disadvantaged, but in a different sense. This type of disadvantage is usually irreversible; whereas, the poor, the illiterate and limited English speaking can be more easily helped. The Department of Vocational Rehabilitation (DVR) estimated the handicapped population to be 13-17 percent employment limited and 25-30 percent activity limited. For Gateway's District, this would amount to approximately 55,827 individuals being employment limited and 102,350 being activity limited. The DVR also states that it is very difficult to accurately estimate the handicapped population because the handicapped individual has been found to have an average of 1.6 disabilities per person. This will lead to them being counted in more than one category.* The State Service Bureau for the Deaf estimates Gateway's District to include 3,615 deaf individuals, 906 pre-vocationally deaf persons (onset before age 19), and 24,582 persons with a hearing impairment, for a total of 29,103.**

Economic Profile

The distribution of the work force in the United States can be reviewed in Table 2.6. This table shows a decrease in the percent of occupations in agriculture, mining, construction and manufacturing, and a substantial increase in the trades, service and government occupations.

Table 2.6

Percentage Distribution of the Work Force - United States

Industry	1955	1960	1965	1970
Total Work Force (x 1000)	65,023	69,628	74,455	82,715
Agriculture	10.0	7.9	5.9	4.2
Mining	1.3	1.0	0.9	0.8
Construction	4.3	4.1	4.2	3.9
Manufacturing	26.0	24.2	24.2	23.4
Transportation, Communications & Public Utilities	6.4	5.8	5.4	5.4
Wholesale and Retail Trade	16.2	16.4	17.1	18.1
Finance, Insurance & Real Estate	3.6	3.8	4.1	4.3
Service and Miscellaneous	9.7	10.6	12.1	13.9
Government	10.4	12.0	13.5	15.4
Other Workers	7.7	8.7	8.1	5.7
Unemployed	4.4	5.5	4.5	4.9

Source: U. S. Department of Commerce, 1970

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*Department of Vocational Rehabilitation, 1975
**State Service Bureau for the Deaf, 1975

The work force in Wisconsin has the same general pattern as the United States. This is reflected in Table 2.7. Wisconsin has a greater percentage of its work force employed in agriculture and manufacturing.

Table 2.7

Percentage Distribution of the Work Force
United States and Wisconsin

	United States 1969		Wisconsin 1969	
Industry	Empl. (1,000)	Percent	Empl. (1,000)	Percent
Agriculture	3,606	4.5	168.0	8.8
Mining	619	0.8	2.6	0.1
Construction	3,437	4.3	66.9	3.5
Manufacturing	20,170	25.0	518.0	27.3
Transportation, Communications & Public Utilities	4,431	5.5	79.5	4.2
Wholesale & Retail Trade	14,645	18.1	323.1	17.0
Finance, Insurance & Real Estate	3,557	4.4	59.0	3.1
Service & Miscellaneous	11,212	13.9	217.0	11.4
Government	12,204	15.1	254.9	13.4
Other Workers	4,022	5.0	143.1	7.5
Unemployed	2,831	3.5	63.7	3.4
Total	80,733	100.0	1,899.4	100.0

Source: Wisconsin Department of Local Affairs and Development, 1970

The Gateway District closely reflects these same national and state trends. The Gateway District in many ways provides a micro-picture of the state and nation, particularly as one would look at the economic profiles of each.

The economic activity of the Gateway District the past five years is reflected in Table 2.8 by an exceptionally large increase in employment in services and trade establishments and a moderate increase in manufacturing. Manufacturing continues to be dominant in the area of employment with significant increases in trade, finance and service occupations. These trends are graphically presented in Appendix H.

Employment in agriculture and mining services were too insignificant to be reported in the table.

The trend for employment in service occupations is expected to increase by 150 percent in the next two decades. Manufacturing and trade occupations will also show substantial growth. All other fields will continue to grow with the exception of agriculture, which will have a moderate decline.

Table 2.8

Gateway District Business Patterns

Industry & Counties	Number of Companies 1970	1971	1976	% ± 1971	Number of Employees 1960	1971	1976	% ± 1971
Construction								
Racine	224	228	309		1,600	1,492	1,647	
Kenosha	146	141	181		1,085	978	1,092	
Walworth	133	132	157		592	514	578	
TOTALS	503	501	647	+29%	3,277	2,984	3,317	+11%
Manufacturing								
Racine	344	335	368		27,137	24,565	27,374	
Kenosha	120	115	120		15,973	15,456	17,550	
Walworth	111	108	144		5,349	5,465	5,744	
TOTALS	575	558	632	+13%	48,459	45,486	50,668	+12%
Transportation, Communication, Electric, Gas & Sanitary Services								
Racine	76	77	86		2,195	2,100	1,554	
Kenosha	43	46	53		1,292	1,169	1,839	
Walworth	47	44	53		718	720	633	
TOTALS	166	167	192	+15%	4,205	3,989	4,026	+ 1%
Wholesale Trade								
Racine	154	146	189		1,933	1,403	2,500	
Kenosha	79	83	108		597	611	1,292	
Walworth	64	60	100		366	390	666	
TOTALS	297	289	397	+38%	2,896	2,404	4,458	+85%
Retail Trade								
Racine	863	839	888		7,776	7,881	10,153	
Kenosha	617	615	669		5,793	5,640	6,896	
Walworth	464	455	517		3,529	3,456	4,305	
TOTALS	1,944	1,909	2,074	+ 9%	17,098	16,977	21,354	+26%
Finance, Insurance, Real Estate								
Racine	203	191	249		1,512	1,479	1,956	
Kenosha	119	119	129		730	750	1,002	
Walworth	67	66	93		383	421	487	
TOTALS	389	376	471	+25%	2,625	2,650	3,445	+30%
Services								
Racine	678	691	796		6,654	6,932	9,769	
Kenosha	469	470	542		4,464	4,958	6,787	
Walworth	339	351	358		3,024	3,155	3,148	
TOTALS	1,486	1,512	1,696	+12%	14,142	15,045	19,704	+31%

Source: U. S. Department of Commerce, Bureau of Census, 1978

As previously mentioned, the Gateway District is in the center of an economic megalopolis, between Milwaukee and Chicago. With improved transportation networks, Gateway District's manufacturing industries will continue to serve these main areas. The population increase and urbanization of the area has placed an increasing demand on the service and trade employment areas. The growth of the Gateway Campuses within the three counties has contributed to the employment opportunities within the area and is expected to have an impact for industries beginning, expanding or relocating in the three counties.

CHAPTER III: ORGANIZATION AND ADMINISTRATION

The mission of the District's organization and administration efforts is to:

- Provide quality educational programs for students in vocational and technical adult education at a level less than baccalaureate degree level,
- Provide for the programs that meet the needs of the students in a flexible manner, and
- Allow the professional staff to operate effectively and efficiently.

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ORGANIZATION AND ADMINISTRATION

GATEWAY DISTRICT BOARD

The Gateway Board is appointed by the County Board Chairmen of the three counties which comprise the Gateway District. This seven-member Board consists of two employers, two employees, two members-at-large and a superintendent of schools. (Appendix I) Six Board members are appointed for a six-year term, with the superintendent of schools appointed for a two-year term. The number of board members from a county is proportionate to the population of that county in relation to the District's population. State statutes stipulate the structure and composition of the Gateway Board.

A profile reveals that as a group, the members have many years of academic training and occupational experience. Alice P. Morrissy, Member at Large, Member of Morrissy, Morrissy and Race Attorneys at Law; C. Richard Nelson, Ex-Officio School Administrator, Superintendent of Racine Unified School District; Hilda Greenquist, Member at Large; Arvo R. Mattson, Employee Member, Business Manager Kenosha Laborer's Union Local #237; Harold W. Smart, Employer Member, General Manager, Union Grove Lumber and Fuel; James Somers, Employer Member, Director of Physical Distribution, Snap-On Tools; Corrine Owens, Employee Member, Retired Teacher, Racine Unified School District. The heterogeneous educational and occupational backgrounds of these people have provided the vision for solving many of the Gateway District's problems and the leadership to unite and develop a comprehensive vocational, technical and adult education district with a multi-campus arrangement.

Membership in civic, community and professional organizations is a further indication of the sincere interest that the Gateway Board has in community affairs. The many offices held by Gateway Board Members in organizations attest to their leadership qualities and interests. The officers of the Gateway Board are chairman, vice-chairman, treasurer and secretary.

ADMINISTRATIVE ORGANIZATION

The administrative structure of Gateway is oriented toward a centralized structure. The chief administrators are the district director/president, deputy director/vice-president and three directors. (Appendix J) Certain functions of the Gateway District are centralized, i.e., research and planning, public information, graphics, payroll, data processing and purchasing, while the functions of instructional services, community services and student services are more decentralized to the campuses.

INSTRUCTIONAL ORGANIZATION

The instructional programs are centered in two services--Instructional Services and Community Services, each provided leadership by a Director. Within Instructional Services are the structured educational programs--Associate Degree, Diploma and Apprentice. These programs are within departments, each headed by a coordinator or coordinators: Business Education, Trade and Industry, Health Occupations, Agri-Business and General Education. The Instructional Resources Department, which includes the Learning Resource Center and related instructional services, is headed by a coordinator. A supervisor is located on each of the three campuses.

The Community Services Division assumes responsibility for the Adult Basic Education, Adult High School Programs and a wide variety of non-credit education offerings. In addition to the same departments as found in the Instructional Services Division, coordinators head the departments of Fire Science Extension, Business and Industry Liaison, Home Economics and Public Information. Chairpersons head the Adult Basic Education program, the Adult High School and the Women's Bureau. A General Manager is in charge of WGTD Radio and a Program Specialist heads the Alumni and Foundation programs.

Student Services

The Student Services Division is headed by the Deputy Director. A Supervisor is located on both the Racine Campus and the Kenosha Campus. A counselor is located on the Elkhorn Campus. The functions of Student Services are divided among the personnel within the service, such as the responsibility of registration, recruitment, placement, student activities and student financial aids. Counseling functions are assumed by all members of the service.

Personnel Services

In August, 1978, Gateway established an office of Personnel Services. This department administers personnel policies and provides leadership to the District on matters relating to recruitment and retention of staff. The department also assumes responsibility for collective bargaining. The Coordinator of Personnel Services reports to the Deputy Director/Vice President.

Research and Planning Services

The Director of Instructional Services is responsible for Research and Planning. The functions of Research and Planning are to promote, conduct and coordinate all institutional research, locate and obtain federal and foundation dollars to support and expand the institution's offerings, and determine the need for new programs, program development and evaluation. This service is directed by a supervisor of Research and Planning, a coordinator of Research and Planning, a Coordinator of federal projects and several research assistants.

Administrative Services

The Director of Administrative Services is responsible for the processing of all data, for the financial operations of the institution including budgeting, payroll, and purchasing, and for fiscal control. Administrative Services is also responsible for the security of Gateway. The Director is supported by business managers, a supervisor of Planning and Facilities, an internal audit/budget specialist, a data processing coordinator and payroll and purchasing personnel.

COMMITTEE STRUCTURE

Standing committees are organized to address various activities, concerns, and problems as they develop. These committees provide an integral part in the growth and development of Gateway. The faculty, staff and clerical staff have an opportunity to become actively involved in the planning process.

Standing Committees

In-service Committee

- Make recommendations for continuing in-service activities
- Plan fall, mid-year and spring in-service programs
- Make recommendations for programs for teachers' meetings
- Recommend courses to UW Extension for professional growth certification requirements
- Encourage faculty participation in professional organizations
- Inform faculty of opportunities for professional growth

Instructional Improvement Committee

- Make recommendations concerning staff evaluation, criteria and procedures
- Recommend activities and procedures designed to improve instruction
- Inform staff of activities and procedures which will result in improved instruction

Instructional Resources Committee

- Make recommendations as to how the LRC, Instructional Resource Specialist, ITV, Graphic Arts, Bookroom, clerical staff personnel, work-study students and teacher aids can be of additional service to the faculty
- Cooperate with in-service committee to acquaint staff with services available

Social Committee

- Survey the staff as to their interests
- Plan variety of social and cultural activities for the staff

Student Activity Committee

- Make recommendations on:
  - Student Regulations
  - Student Publications
  - Graduation
  - Student Financial Aids
  - Student Extra-Curricular Activities
  - Student Lounge
  - Student Organizations

Buildings and Grounds Committee

- Make recommendations on:
  - Building maintenance and conditions
  - Safety and parking
  - Existing and new facilities

Competency Based Education Steering Committee

- Responsible for developing curriculum design for the Gateway District

- Responsible for providing a CBE coordinating effort for the instructional staff

Affirmative Action Committee

- Responsible for monitoring nondiscriminatory compliance regulations from both the Federal and State sources

Institutional Development Committees (Racine, Kenosha, Elkhorn)

- Identify direction for the institution in its programming and processes
- Identify potential concerns and problems which might affect the quality of instruction, programming and development of the institution
- Encourage the study and research of the directions, concerns and problems identified which might affect the quality of instruction, programming and development of the institution

Curriculum Committees

- Responsible for development and implementation of the concept of CBE
- Make recommendations to Department Coordinator
- Make recommendations on new curricula and on revision of existing curricula
- Make recommendations on new course offerings within the department
- Make recommendations on selection of textbooks

District Advisory Council

The Vocational Education Act of 1976 requires utilization of community representatives to advise Gateway on current job needs and on the relevancy of the courses being offered in meeting these needs. The Council is involved in the development and review of programs using vocational education funds to serve the disadvantaged, handicapped and individuals with special needs. The Act requires an appropriate representation of both sexes and an appropriate representation of the racial and ethnic minorities found in the program areas, schools, community or region being served. The District Advisory Council is composed of representatives of business, industry, agency or labor.

ORGANIZATIONAL CHART

The Organizational Chart (see following page) illustrates Gateway's functional organization. Supervision and evaluation flow from the top downward. A five-year, long-range plan and a Management-by-Objectives yearly plan serve to provide direction while also serving as one means of supervision and evaluation.

The organizational chart cannot show all the entire communication structure designed to provide flexibility in meeting changing needs and for effective decision making. The committee structure mentioned previously serves much of this function. Also, each department and division reports directly to the chief officers of Gateway, thus providing direct communication to the primary policy-makers.

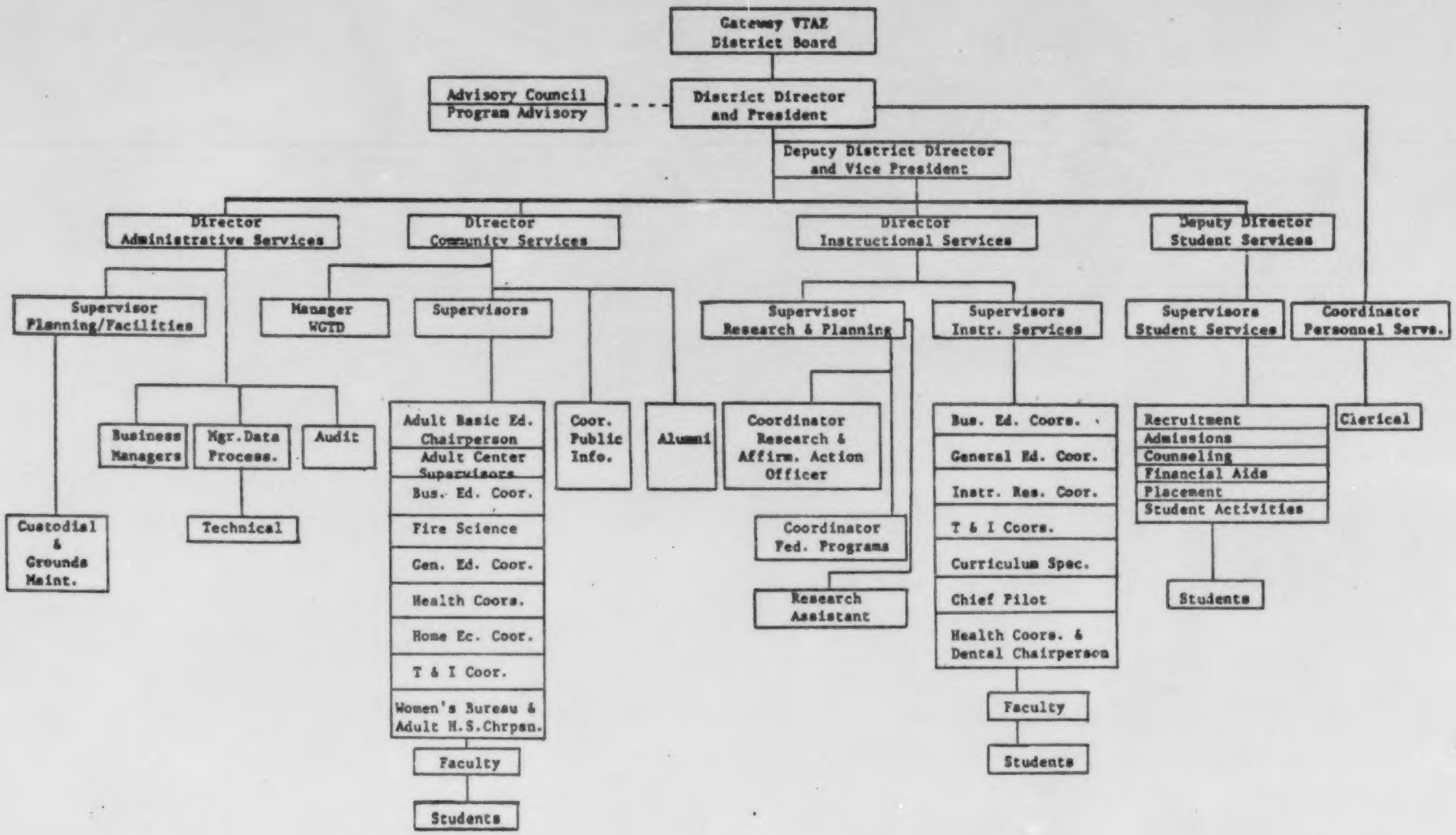
PRIOR NORTH CENTRAL TEAM REVIEW

The following items were identified by the past North Central Visiting Team for Organization and Administration.

Strengths

Kenosha and Elkhorn Campuses

1. Organizational charts and position descriptions are well defined and seem to encourage proper flow of communication as well as the determination of responsibility.
2. There was apparently great involvement and harmony among administration, faculty and students in the preparation of the self-study.
3. It was obvious that students had been involved in many phases of the planning and development of the institution and that a spirit of cooperation and mutual respect existed between students, faculty and administration.


Gateway VTAE District Board
Advisory Council
Program Advisory
District Director and President
Deputy District Director and Vice President
Director Administrative Services
Director Community Services
Director Instructional Services
Deputy Director Student Services
Supervisor Planning/Facilities
Manager WGTD
Supervisors
Supervisor Research & Planning
Supervisors Instr. Services
Supervisors Student Services
Coordinator Personnel Servs.
Business Managers
Mgr. Data Process.
Audit
Technical
Custodial & Grounds Maint.
Adult Basic Ed. Chairperson
Adult Center Supervisors
Bus. Ed. Coor.
Fire Science
Gen. Ed. Coor.
Health Coors.
Home Ec. Coor.
T & I Coor.
Women's Bureau & Adult H.S.Chrpsn.
Faculty
Students
Coor. Public Info.
Alumni
Coordinator Research & Affirm. Action Officer
Coordinator Fed. Programs
Research Assistant
Bus. Ed. Coors.
General Ed. Coor.
Instr. Res. Coor.
T & I Coors.
Curriculum Spec.
Chief Pilot
Health Coors. & Dental Chairperson
Faculty
Students
Recruitment
Admissions
Counseling
Financial Aids
Placement
Student Activities
Students
Clerical

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Racine Campus

1. A well qualified and dedicated administrative staff who are providing good leadership at both the state and local level.
2. Administrative responsibilities appear to be well defined in terms of role and responsibility. Job descriptions are formulated and on file for each division.
3. A high level of support and appreciation for the programs offered in the District has been demonstrated by the Board of Trustees, administrative staff, faculty and students.
4. Commitment to the philosophy of the college and service to students.

Prior Concerns and Present Status

Kenosha and Elkhorn Campuses

1. Further definition and understanding of the role of "area coordinator" needs attention.

   The term "area coordinator" no longer is considered functional and has been eliminated from the organizational structure.

Racine Campus

1. The Board of Trustees might wish to examine the advisability of developing a Board committee structure to help in the formulation of policy.

   The District Board has considered this concern and felt that, with the small size of the Board membership, they should not establish a committee structure for formulation of policy.

CURRENT STRENGTHS, CONCERNS AND SUGGESTED SOLUTIONS

The following items were generated by the self-evaluation committees and are considered the most current representation for Organization and Administration.

Current Strengths

1. The current administrative organization is conducive to the supervision of personnel and instructional programs.

2. Organizational structure outlines channels of communication and lines of authority for decisions.

3. Curriculum committees are allowed input into changes made in the curriculum.

4. Administrative personnel are certified and have both teaching and related occupational experience.

5. The District has uniform hiring practices for employees.

Current Concerns and Suggested Solutions

1. Public relations efforts should be reviewed.

   The Recruitment Task Force Committee will be reviewing public relations activities and making recommendations.

   GTI Foundation is planning to assist in public relations.

2. Improve communication between staff and administration.

   Develop and implement a communication awareness plan

   Redesign the existing Director's Bulletin

   Establish more District-wide staff meetings

   Establish a committee of administrators and staff to study the problem

   Use Director's Bulletin as a house organ for full-time employees with internal distribution

CHAPTER IV: FACULTY AND STAFF

The mission of the District with regard to Faculty and Staff is to:

- Provide qualified and certified staff,
- Provide orientation and in-service opportunities for faculty and staff to enable them to maintain and improve their instructional competency, and
- Provide evaluation to enhance the quality and effectiveness of personnel efforts.

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FACULTY AND STAFF

FACULTY RECRUITMENT, RETENTION AND PROMOTION

Recruitment of new staff members to Gateway is a continuous process similar to that found at other institutions of higher education. The philosophy of Gateway is to secure competent, experienced individuals for special positions. Recruitment of staff for certain specific programs is more difficult than for others. For example, qualified teachers in the health occupations are more difficult to recruit than teachers in general education subjects.

The Personnel Services Department has the prime responsibility for recruitment of all full-time contract faculty and staff. Community Services and Instructional Services assumes this responsibility for part-time staff for the continuing education offerings. A variety of recruiting resources are employed. Among these are:

1. College and university placement services
2. Teacher Placement Agency, Wisconsin State Employment Service
3. Personal contacts of present staff
4. Outside personal contacts
5. National publicity on educational programs
6. Association conventions
7. Wisconsin Board of Vocational, Technical and Adult Education
8. Various newspaper advertisements

Presently, when a position is vacant or a new position is developed, existing staff members are informed of the opening. Additionally, any or all of the above resources are used to locate and attract applicants. All applications are reviewed by the coordinator of Personnel Services and an appropriate screening committee. Certain applicants are then invited for an interview, at which time the applicant is given detailed information concerning the position and is informed of the certification requirements of the position. When academic qualifications are substantially equal, the occupational experience of the individual is an important consideration. Indeed, when recruiting instructors for technical programs, occupational experience is then given greater consideration than academic training.

The salaries, fringe benefits, working conditions, location and reputation of Gateway have all helped in recruiting qualified and competent individuals.

FACULTY PROFILE

Educational Attainment

Eleven percent of the Gateway District's full-time faculty have Bachelor's degrees, 23 percent have credits beyond a Bachelor's degree, 17 percent have Master's degrees, 32 percent have credits beyond a Master's degree,.5 percent have Master's Equivalent, .5 percent have Specialist's degrees, 1 percent have Doctorate degrees and 17 percent have less than a Bachelor's degree, as shown in Table 4.3A. The educational attainment of the Community Services Staff is that 46 percent have Bachelor's degrees, 15 percent have Master's degrees, 7 percent have credits beyond a Master's degree, 1 percent have Doctorate degrees, and 29.2 percent have less than a Bachelor's degree, as shown in Table 4.4.

Occupational Experience

The nature and content of vocational, technical and adult education requires that a faculty have related non-teaching work experience. State certification requires that academic instructors have a minimum of 12 months of non-teaching work experience to obtain a standard certificate. Occupational instructors need a minimum of 24 months of work experience related to the field of instruction.

The faculty members of the Gateway District, as shown in Table 4.5, have an average of 5.6 years of occupational experience per member. Table 4.5 also indicates that faculty who teach vocational and technical subjects have a greater average of years occupational experience than faculty who teach general education subjects.

Teaching Experience

Prior teaching experience of faculty as shown on Table 4.6A indicates that 34 percent of the faculty had 4 or more years of teaching experience, 18 percent of the faculty had 7 or more years of total teaching experience, and 45 percent had 1 year or less. Moreover, 64 percent of the faculty have been teaching 4 or more years within the district while only 15 percent have had 1 year or less. This indicates a staff with a high degree of stability. (Table 4.7)

Age of Faculty

Faculty ages range from 21 to 65 years. Fifty-two percent of the faculty are under 40 years of age. With 80 percent of the faculty under 50 years of age, little turnover because of retirement can be expected in the near future. The ages of the faculty are given in Table 4.8A.

Retention

Contracts are issued by March 15 of each year. The Gateway District strives for working conditions that will retain superior teachers. Success in this direction is evidenced by less than 9.0 percent having resigned or retired. Success is also supported by the faculty's teaching experience with the District.

Promotion

Promotion from within Gateway has been common practice. Within the past three years, all except three of the newly established or vacant administrative or management positions were filled from within.

Promotion within the faculty body is virtually non-existent. All faculty members are classified as instructors. There is no faculty rank. The nature of the programs does not encourage faculty members to move from one program to another or from a diploma program to an associate degree program. All faculty members are on the same salary schedule. There is financial promotion; at the present time there are annual increments of from 2½ to 4 percent of the base salary per year until an individual reaches the top of the salary schedule.

Certification

A provisional or five-year certificate is required of all teachers who are employed one-half time or more by the Gateway District. The provisional certificate is valid for two years and can be renewed if the teacher makes satisfactory progress toward the five-year certificate. Satisfactory progress shall be six semester credits or two months of approved appropriate work experience during the two-year period. The provisional certificate is awarded when a teacher lacks the requirements but continues to show progress toward earning a five-year certificate.

The certificate shall be valid for a period of five years upon completion of all requirements identified. This certificate shall be renewable if during the certification period the teacher demonstrates continuing professional development. Minimum evidence of continuing professional development shall be six approved semester credits or two months of appropriate occupational experience or other professional activity as determined by the Gateway District.

Some teachers have a life certificate granted by the Wisconsin VTAE Board. These are now granted only after the age of 55; other teachers received these certificates before the code was revised.

Application for certification to teach in the Gateway District is the responsibility of the Gateway Board in compliance with an administrative code as stated in the statutes. The requirements of the code are administered by the Wisconsin VTAE Board. Certification requirements need to be maintained for programs and courses eligible for federal and state aid. Since requirements of the state are subject to evaluation by the Wisconsin VTAE Board, the responsibility for meeting requirements is that of the Gateway Board.

Basically, the requirements include education, occupational experience, and teaching experience. The amount of education and years of experience vary with the different positions and subject matter areas. Until all the requirements are fully completed, provisional certificates are issued. When all certification requirements are completed, a five-year certificate is issued for the subject area and position.

Within the Gateway District, 54 percent of the staff have five-year certificates; the remainder of the staff has provisional certificates.

Part-Time Employees

The largest number of employees in the Community Services Division are engaged in teaching adult education courses on a part-time basis. Traditionally, this "call staff" teaches one, two or three hour classes per week.

Number of Faculty and Educational Attainment. The most recent data available is for the 1977-78 school year. The number of part-time staff used was 701. This figure includes 31 part-time evening school supervisors who provide on-site supervision while evening classes are in session. The educational attainment level for these employees is shown in Table 4.4.

Occupational Experience. The occupational experience for part-time teachers traditionally is higher than regular full-time staff. The majority of these teachers work full-time in business and industry and teach only on a part-time basis.

Teaching Experience. This varies widely among the part-time instructional staff. Examples could be found of teachers with less than one year of experience to over 30 years of teaching experience. Overall, they are a dedicated group and often continue to teach adults for many years once they are exposed to adult education.

Evaluation. At the present time, evaluation of instruction is conducted in two ways: 1) coordinators or supervisors visit part-time staff on a rotating basis which is designed to reach all instructors on a three-year basis; new instructors are normally visited the first year of teaching, and 2) a student evaluation form was implemented during the 1978-79 school year. An attempt was made to have students in each class evaluate the teacher and class. The instructor receives a summary of this evaulation and if necessary, a discussion is held with the immediate supervisor. This procedure will be continued for the 1979-80 school year.

Salary. Part-time instructors are paid on an hourly basis. The hourly rate for the 1979-80 school year varies from $7.58 per hour to $13.94 per hour. Teachers are paid only for actual teaching time. In addition, they are paid to attend teacher in-service programs some of which include as the topic,curriculum development.

Fringes. Part-time staff receives only the fringe benefits mandated by law, i.e., social security, workmen's compensation, etc.

Work Load/Teaching Assignments. Part-time staff is employed on a class by class basis. Potential instructors are contacted and asked to make a teaching commitment in the event a sufficient number of students enroll for the course. Approximately 75 percent of the classes advertised get sufficient enrollment and are conducted. A minimum of ten to twelve students is normally required to run a class. Several hundred different courses are offered annually.

CONDITIONS OF EMPLOYMENT

New Teacher Orientation

At the beginning of the school year, new teacher orientation is conducted for two days. The basic premise is that a carefully planned pre-teaching orientation program will result in better teaching and learning in the classrooms. The orientation is used to acquaint the new staff with the policies, procedures and personnel of the Gateway District. The entire administrative staff is involved in the orientation program.

The agenda includes a presentation on the philosophy and objectives of the Gateway District, tours of the facilities, presentations on student services, counseling procedures, audio-visual services, learning resource centers, administrative services, community services and data processing services available to the staff. A faculty handbook entitled Administrative Policies and Procedures of Gateway Technical Institute is distributed and reviewed.

The goals established for the new teacher orientation are:

1. To answer any and all questions that may pertain to teaching in the Gateway District
2. To explain the role of the new teacher as an integral part of the district and to make each new member feel welcome
3. To provide each new member with sufficient information in order to instill confidence and understanding
4. To facilitate entrance of all new staff members in an orderly, efficient and pleasant manner.

The new staff members evaluate the new teacher orientation program and this serves as a basis for improving future orientation programs. Research and Planning Services assumes the responsibility for planning and conducting the new teacher orientation program.

Professional Growth and Development

Opportunities for professional growth and development are provided in several ways: through in-service programs, graduate study, participation in professional conferences and workshops, sabbatical leave and leave of absence policies.

An in-service committee is given the responsibility of developing in-service programs in cooperation with the administration. Some activities are District-wide; others are designed for a specific campus. Still others are for a particular department or group of instructors. There are in-service activities planned for both full and part-time instructors in the Community Services Division.

During the current school year, six days are provided for on-campus, in-service activities. Additional late afternoon and evening in-service activities are made available. The faculty has encouraged more in-service activities to deal with specific problems and concerns of the teachers within a various department or subject matter area.

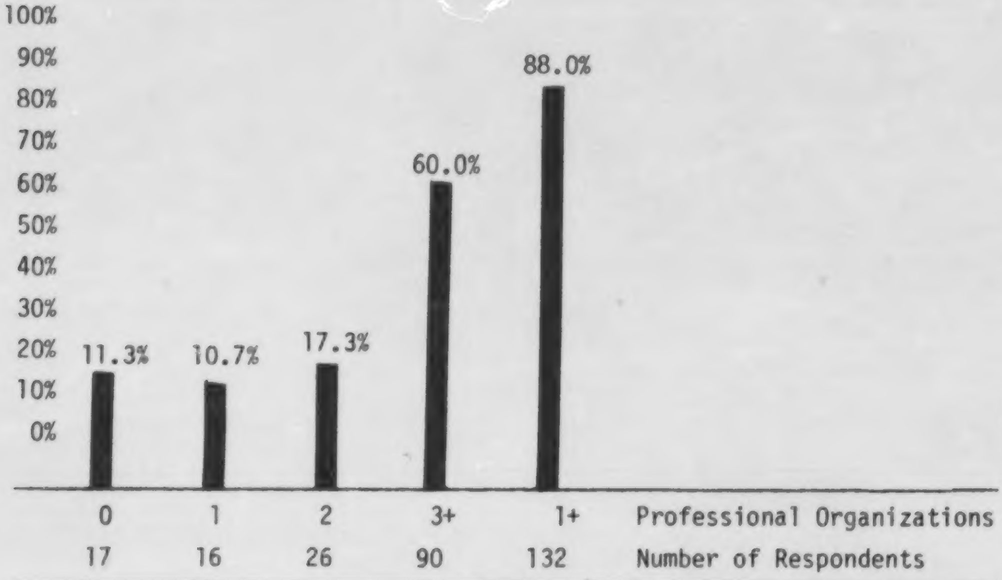
The in-service committee, through formal and informal surveys and assessments, attempts to determine the value of in-service activities conducted and to obtain suggestions for future in-service activities.

The Gateway District provides opportunities for the faculty to participate in professional conferences. Teachers are reimbursed for expenses when attending approved conferences or workshops. Membership in professional organizations by a large majority of the staff, 88 percent, would indicate that the staff believes that professional growth and development is allied to membership and involvement in professional organizations. The small number who indicated no membership in professional organizations, most likely are new staff who have just joined the District staff.

Table 4.1

Membership in Professional Organizations

N=281



The proximity of Gateway to other institutions of higher education enables the staff to enroll in courses on both the graduate and undergraduate levels. A large number of the staff have been enrolled during the past year in courses offered by the University of Wisconsin-Milwaukee, University of Wisconsin-Parkside, University of Wisconsin-Whitewater, University of Wisconsin-Stout, University of Wisconsin-Extension, Carthage College, Marquette University, and other institutions. A salary schedule which provides increments for every ten credits earned encourages professional growth and development. The Gateway District has been successful in having the University of Wisconsin system bring courses to the area whenever there has been sufficient staff interest. One or two courses required for certification are offered within the immediate area each year.

Leaves are available for staff members who desire to continue their education. Other professional growth and developmental activities provided by Gateway include:

1. Release time to do research in cooperation with Research and Planning Services,
2. Release time to work with curriculum committees for the development of Competency Based Education,
3. Release time, extended contracts and summer employment for curriculum study, development of audio-visual aids and development of new teaching-learning methodologies.
4. Involvement in mini-grant activities developed by the staff and funded by the Gateway District.

Staff members are encouraged to direct master's theses, doctoral dissertations and special graduate papers toward topics that are instructional concerns related to Gateway. Staff members who develop studies of this nature are given financial assistance to defray clerical and other costs. Several staff members have taken advantage of this opportunity.

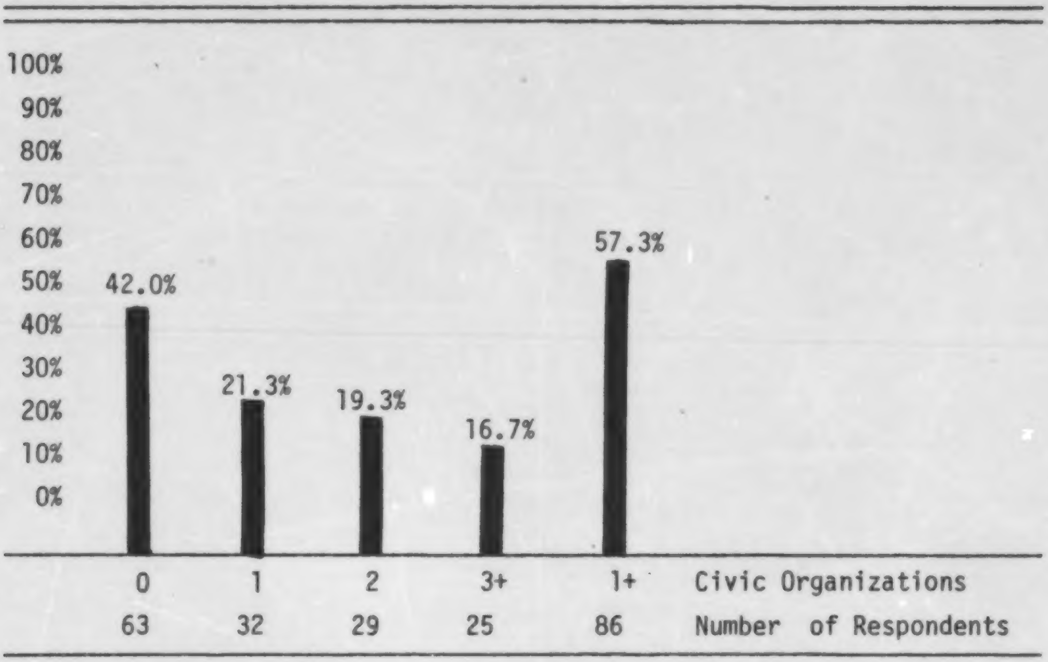
Affiliation with Civic Organizations

Approximately 300 faculty and staff were asked to indicate their affiliation with civic organizations. It is not surprising that a majority of those who responded belong to one or more civic organizations. This type of personal activity in the community lends itself to acceptance of Gateway in community affairs. Despite the large number of staff involved in civic organizations, there still is a large number of staff who do not participate for one reason or another.

Table 4.2

Affiliation with Civic Organizations

N=235



Academic Freedom and Tenure

Academic freedom does exist for staff members. Academic freedom is interpreted as the right of the staff to comment on matters within and of Gateway on topics related to the individual's field of study or interest. Academic freedom is a privilege assuring the independence of the staff to perform professional tasks. The dismissal of a staff member, for what might be considered a violation of academic freedom, has not occurred in the history of Gateway.

Statutory tenure, in contrast to academic freedom, does not exist for the staff. Continuing employment, under the continuing contract law of Wisconsin, does exist for staff members. Each faculty member's contract is renewed on an annual basis, based upon the performance of the teacher in his/her present assignment and the needs of Gateway. The dismissal policy, as stipulated by the collective bargaining agent with the instructional unit states that "just cause" be the basis for dismissal.

EVALUATION OF INSTRUCTION

Systematic efforts to evaluate instruction begin during the selection processes for additions to the faculty. Credentials are reviewed for academic and occupational competence, references are reviewed for teaching abilities and casual three- to four-hour interviews assist in determining ability to establish relationships and communications.

Evaluation is a continual process; however, in order to provide indepth evaluation, more accurate anecdotal information and to allow the instructor an opportunity to better establish and carry out a plan of self-improvement, some instructors go through the formal evaluation system each year as follows:

1. All new instructors will be formally evaluated the first, second and the third year at Gateway.
2. All other instructors will be formally evaluated on a rotational basis. The Department Coordinator will set the rotational pattern and indicate this pattern to the Office of the Director of Instructional Services by

September 1. This office will then announce to instructors and evaluators the formal evaluation schedule for the particular year.

3. Any instructor may be assigned to the rotational pattern out of sequence.

Evaluation Procedures (For those instructors involved in the Formal Process)

Each instructor will have a minimum of three evaluations made by the following: (additional evaluations may be made)

1. One by the instructor's coordinator and/or program chairperson.
2. One by an administrator of Instructional Services.
3. One to be selected by each instructor from the following:
    a. Student Evaluation
    b. Self-Evaluation

The evaluation procedures for those instructors not involved in the formal process is as follows:

Any instructor not involved in the rotational pattern for a particular year will select a or b of the above, and submit the information for his/her evaluation file in the office of the Director of Instructional Services.

In addition, it should be noted that all instructors will be continually evaluated in terms of carrying out the professional responsibilities associated with teaching positions. After each evaluation, the instructor is entitled to a conference with the evaluator.

Summary evaluation is based on teacher observation and an analysis of the material contained in the cumulative folder for each.

After the required observations, the Director of Instructional Services analyzes the data collected and the instructor's evaluation status will be based on this analysis and registered in a written report. A final conference is held with the instructor upon his/her request at which time the completed report is reviewed and discussed. The final conference is completed by January 15 and the evaluation results delivered to the District Director/President not later than February 9. Continued employment of the instructor is based upon this report.

The ability of the instructor to relate to students and peers, the ability of the instructor to create a productive learning situation and the ability of the instructor to motivate and retain students are all included in this process.

With 500 to 600 different instructors employed annually to teach non-credit courses, evaluation procedures are less formal. Periodic class visitations are made by the instructor's coordinator. Student evaluations are also employed. These evaluations are more frequent with new, inexperienced teachers and with those experiencing difficulties in the classroom. These evaluations, along with the teacher's ability to attract and retain students within his/her course, are prime considerations as to whether the teacher will be reemployed to teach additional courses.

Evaluation methods are always open to revision to make them more objective and constructive. The evaluation program will continue to receive additional study and modification toward this end.

FACULTY SERVICE LOAD

Successful student learning is the basic objective of the teachers at Gateway. Emphasis on quality teaching, however, requires adequate time for the teacher to do preparation planning and teaching, as well as to work with the individual students.

The most acceptable measures of the above capability are through the teaching load and number of preparations assigned to each teacher. According to the negotiated contract in effect until June 30, 1980, the teachers' weekly class loads shall be:

Work Type	Hours per Week
Lecture-Discussion (a)	17
Laboratory-Shop (a)	22
Clinical Experience (ADN;PN) (a)	23
Individual Study, Clinical Experience, etc. (b)	25
Special Assignment (full-time instructional) (c)	35
Flight Instruction (d)	450 hours per semester

(a) This would be determined by classification of a course as given on the official curriculum sheet for each program, i.e., (3-0) Lec., (0-4) Lab.

(b) This includes those learning situations as clinical experience (except practical nursing and associate degree nursing), opportunity center and such designed assignments where teachers work with ten or less students.

(c) Curriculum and/or research assignments.

(d) If a teacher has a minimum of 150 dual flight hours per semester, the underload provisions of the work load formula will not apply. The maximum hours of dual flight shall be 200 hours per semester.

When a teacher has more than one work type, the work load conversion table attached as Table 4.9 will be used to determine work load.

Team Teaching: When teachers are in a team-teaching situation, lecture-discussion and laboratory-shop, an hour taught will count as:

.67 in a two teacher team;

.50 in a three teacher team;

.33 in a four teacher team;

of what they would count in a non-team teaching situation.

To provide flexibility to teachers and administrators, a normal work load will be 95-105 percentage range per semester, 190-210 percentage range per year (any fraction of an hour will be rounded off to the nearest hour).

A faculty service load study made for the 1978/79 school year showed an average teaching load of 98.7 with 3.6 preparations. These averages have limited value in themselves. A more meaningful understanding of service load is an analysis of variance by type and area of teaching. A study comparing faculty teaching assignments for the past two consecutive semesters was made and is reported in the following table.

Faculty Service Load
First Semester 1978-79

Department	# Teachers	Teacher Load	Av. # Classes	Av. Teacher Prep.
Bus. Education	34	97.7	4.2	3.7
Gen. Education	34	94.8	5.3	3.5
Health Occup.	23	99.2	2.3	1.3
Home Economics	5	106.0	3.2	3.2
Trade & Industry	38	106.2	3.9	3.2
Agri-Business	8	90.5	5.2	3.6
Averages		99.06	4.01	3.6

Faculty Service Load
Second Semester 1978-79

Department	# Teachers	Teacher Load	Av. # Classes	Av. Teacher Prep.
Bus. Education	34	93.3	4.2	3.7
Gen. Education	33	95.2	5.3	3.5
Health Occup.	23	98.1	2.3	1.3
Home Economics	5	101.5	3.2	3.2
Trade & Industry	37	101.3	3.9	3.2
Agri-Business	8	101.3	5.2	3.6
Averages		98.4	4.01	3.6

A comparison of teaching loads for the two semesters shows a slight decrease in teacher load for the spring semester of 1978-79.

There is no standard work load formula for Community Services staff since their responsibilities vary widely, i.e., teacher responsibilities are much different than those of a radio announcer. The number of weeks worked varies from 38 to 50 weeks and the number of hours from 30 to 40. Since no instructor has what would be considered a traditional teaching assignment, a specific teaching load is not used and varies depending on the time of the year.

FACULTY SALARIES

The single salary schedule used in the majority of similar educational systems in the nation is presently the plan of compensation within the Gateway District. Improvements in compensation have been made yearly to enable the staff to maintain a standard of living commensurate with the profession and also to meet the competition of industry, business and other educational institutions. Increments of $443 are made annually until an instructor reaches the top of the salary schedule. Additional compensation is available to the staff under extended contract provisions and through opportunities to teach in the Community Services Division. Salary increments are provided to encourage faculty members to continue their education. The salary schedule is the result of collective bargaining between the teachers' union and the Gateway Board and is established in a master contract.

Faculty Salary Schedule 1978-79
Gateway District

Classification	Minimum Salary	Maximum Salary
Bachelors' Degree or Equivalent	$11,000	$14,983
Bachelor's Degree plus 10 Credits	11,250	16,118
Bachelor's Degree plus 20 Credits	11,500	16,811
Master's Degree	12,000	18,196

Faculty Salary Schedule 1978-79 (Cont.)

Master's Degree plus 10 credits	12,250	18,446
Master's Degree plus 20 Credits	12,500	18,696
Master's Degree plus 30 Credits	12,750	18,946
Master's Degree plus 40 Credits	13,000	19,192
Doctorate Degree	13,500	19,696

The philosophy of Gateway in wage and salary administration has been that a good compensation plan should:

1. Attract qualified personnel,
2. Motivate professional career development, and
3. Hold professional career personnel.

The base of the present schedule has attracted staff. The increments have motivated professional career development. Maximums are adequate to meet the competition for faculty services.

Equity in compensation suggests that an attempt be made to take into account the concerns of the faculty and the interests of the public. The salary plan is necessarily a set of compromises between the willingness of the Gateway District to pay for services and the availability of personnel to perform the services.

Faculty Fringe Benefits

Fringe benefits provided by the Gateway Board are competitive with the fringe benefits in industry, business and other educational institutions. Present fringe benefits approximate 22 percent of the average salary of a teacher. These benefits include:

Social Security
Teacher's Retirement
Hospital and Medical
  Insurance
Workman's Compensation
Group Life Insurance
Long Term Disability Insurance
Liability Insurance
Dental Insurance

Sick Leave
Funeral Leave
Personal Leave
Sabbatical Leave
Jury Duty Leave
Military Leave
Unpaid Leave
Maternity Leave

Faculty members are required to participate in the Wisconsin State Teacher's Retirement System. The teacher's contribution is 5-1/2 percent of the annual contract salary. The Gateway District pays 5 percent of this contribution as a fringe benefit.

The total insurance plan provided for teachers is comprehensive. The Gateway District pays the entire premium for a hospital and medical insurance program, which includes a major medical package. A dental insurance program pays 80 percent of the staff member and his/her family's dental costs. The entire premium is paid on a State of Wisconsin life insurance plan, which has a death benefit which approximates one year's salary. A liability insurance plan provides each teacher with one million dollars of liability insurance.

The Gateway District has a sick-leave provision which provides 12 days of sick leave annually, accumulative to 110 days. This is supplemented with a long-term disability insurance plan, which assures the teacher an income equal to 60 percent of the contract salary so long as there is a disability, or until age 65.

ADMINISTRATIVE PERSONNEL

Seventy-nine percent of the Gateway District administrative personnel hold Master's degrees or higher. Of these, 13 percent hold Master's degrees, 53 percent have credits beyond a Master's degree, 5 percent have Specialist degrees and 8 percent hold Doctorate degrees. (Table 4.3B) The administrative staff has had an average of 8.9 years of occupational experience and 63 percent have had four or more years of teaching experience.

In contrast with the faculty, the administrative personnel are somewhat older, with the average age range being between 41-45 years, have more occupational experience, and greater academic attainment. (Table 4.3B, Table 4.6B, Table 4.8B)

Administrative Evaluation

An approach to Management by Objectives has been in operation since 1972 for the administrative staff. The following steps are required when using this approach:

1. Putting in writing, by functional area, the objectives to be accomplished in terms of results.
2. Laying out a program for each objective.
3. Securing understanding and approval of the administrator's superior.
4. Communicating these objectives to subordinates for their detailed programming.
5. Defining the limits within which the subordinates can operate.
6. Defining the necessary evaluation devices so that the administrator will be able to determine periodically what progress is being made.

The administrative staff integrates individual objectives with overall institutional, divisional and departmental objectives that serve to accomplish the key result areas of the Gateway District. The performance evaluation procedure for the administrative staff is as follows:

1. Employee defines key tasks in terms of ACTIVITY, PURPOSE AND STANDARD.
2. Employee and supervisor discuss the tasks and standards to reach mutual agreements.

3. Performance is reviewed periodically as job conditions vary with immediate supervisor.

4. *Review done once a year.*

   a. Set priorities for improvement.
   b. Is this employee correctly placed?
   c. What further skill does he or she need to better perform the job?

NON-CERTIFIED SUPPORT PERSONNEL

The non-certified support personnel are the clerical, secretarial and custodial staff.

The assignment of clerical and secretarial staff is done primarily by the Coordinator of Personnel Services. There are 46 full-time clerical employees; 14 regular part-time (20 or more hours per week); 20 regular part-time (less than 20 hours per week); and 6 administrative secretaries. Each member of the clerical unit receives an evaluation by their immediate supervisor pursuant to the following schedule:

1. At 30 days of employement,
2. At 60 days of employment,
3. Five work days prior to 90 days of employment,
4. Annually (due in Personnel Office by May 1 of each year).

The assignment of the custodial staff is done primarily by the Supervisor of Facilities. There is 24-hour maintenance service on the two major campuses (Kenosha and Racine), 12-hour coverage on the Elkhorn Campus, and additional staff will be employed because of expanding facilities. The following table indicates the number of custodians employed on each campus and distribution per shift.

	1st Shift	2nd Shift	3rd Shift	Total
Elkhorn	1/4	1 1/4		1 1/2
Kenosha	5 3/4	2	4	11 3/4
Aviation Center	1			1
Racine	3	2	5	10

PRIOR NORTH CENTRAL TEAM REVIEW

The following items were identified by the past North Central Visiting Team for Faculty and Staff.

Strengths

Kenosha and Elkhorn Campuses

1. Faculty involvement appears to be good, and adequate opportunity seems to exist for faculty members to exercise an important voice through various faculty committees and through faculty meetings.
2. One positive indication of stability was the low turnover of staff and faculty.
3. Conditions which improve personnel morale appear to be well developed.

Racine Campus

1. The faculty is composed of well qualified personnel, trained and certified in accord with the standards of the Wisconsin Vocational-Technical certification standards.
2. Good developing program of faculty upgrading through in-service training.
3. A workable set of teacher evaluation procedures.
4. Adequate staffing of professional personnel.

Prior Concerns and Present Status

Kenosha and Elkhorn Campuses

1. Forty-six percent of the entire teaching staff has three years of education experience or less.

   As of September 6, 1979, 83 percent of the District teaching staff have three years or more teaching experience.

2. Growth of professional personnel is necessary to fulfill institutional expectations.

   Professional growth and development is encouraged in several ways through in-service programs, graduate study on campus, participation in professional conferences and workshops, sabbatical leaves and leave of absence policies.

   The past five years the District's budget has reflected a 71 percent increase for professional meetings, teacher in-service, seminars and conferences.

   In addition to professional growth and development expenditures, funds have been expended for advanced salary placement for earned credits. Also, sabbatical leaves and leaves of absence for occupational experience are not reflected in the 71 percent figure.

Racine Campus

1. It is felt that there is a need for a stronger and more active role for the faculty in college governance.

   Ten Standing Committees as well as individual program Curriculum Committees provide the faculty with a strong, active role in college decision-making. The standing committees include: Institutional Development, Affirmative Action, In-Service, Instructional Improvement, Instructional Resources, Social, Student Activity, Building and Grounds, Competency-Based Education and Recruitment and Retention.

2. It appears that the functions assigned to data processing are of such magnitude that this area seems to be understaffed. Additional staffing could release the Manager of Administrative Services for additional planning.

   Since 1974, a data processing manager and two data processing staff members have been employed.

3. Lack of full-time faculty involvement with night class offerings. Night class instruction is mostly by part-time instructors who have an informal procedure for evaluation and in-service training.

   Full-time instructors are given a priority to teach evening classes before classes are assigned to part-time instructors. Full-time instructors are assigned, by nogotiated agreement, to 7-1/2 hour time blocks which sometimes begin during the afternoon and cover some evening classes. Those instructors who have a "light load" can request a split-shift to teach day and evening classes. In-service training is provided to part-time staff on a voluntary and paid basis. A procedure for student evaluation of part-time instruction is used.

4. Teacher load in terms of clock hours seems high for good preparation and for good student contact.

   Teacher loads are negotiable items.

5. Lack of minority or female participation in top level administration.

   Position announcements have been sent, for posting, to colleges and universities with predominantly minority enrollments and to affirmative action groups and organizations. The District contributes financially to participate in the State VTAE consortium to help recruit minority persons. Since 1974, the number of female administrators has increased from five to seven and the number of female District Board members has increased from one to three, one of whom is a minority person.

CURRENT STRENGTHS, CONCERNS AND SUGGESTED SOLUTIONS

The following items were generated by the self-evaluation committees and are considered the most current representation for Faculty and Staff.

Current Strengths

1. Faculty and staff meet State VTAE requirements for certification in their assigned areas.
2. Faculty and staff members are encouraged to participate in professional and civic organizations.
3. Faculty in-service committee conducts programs for professional development and growth that are timely subjects.

4. Members of the staff participate in continuing education for professional development, i.e., college credits, degree programs, etc.

5. An annual pre-service orientation program is provided for new faculty and staff.

Current Concerns and Suggested Solutions

1. Coordinators spread too thin over three campuses with day and evening responsibilities.

   Delegate duties below coordinator. Assign instructor to assist coordinator as part of work load.

2. Evaluation of full- and part-time faculty and staff is not adequately administered and does not measure performance.

   Develop a formalized plan for evaluation of part-time faculty and staff.

   Increase visibility of coordinators responsible for night credit offerings.

   Utilize the same evaluation process for night instructors as day instructors.

   Form a committee composed of faculty and administration to revise evaluation form.

3. Lack of participation of staff and faculty at Gateway social or school functions.

   Improve morale and participation will improve.

   Emphasize importance of Gateway functions to Gateway image.

4. In-Service for noncertified support staff is needed.

   Establish an in-service District committee for noncertified staff.

TABLE 4.3A

Educational Attainment of the Full-Time Faculty

Degrees	Number	Percent
Less than Degree	8	4.5
Journeyman Education Program	8	4.5
Associate Degree	8	4.5
Nursing Diploma + College Credits	3	2.0
Bachelors Degree	19	11.0
Bachelors Degree +	40	23.0
Masters Equivalent (Professional Engineer)	1	.5
Masters Degree	30	17.0
Masters Degree +	57	32.0
Specialist Degree	1	.5
Doctorate	2	1.0

TABLE 4.3B

Educational Attainment of the Full-Time Administration

Degrees	Number	Percent
Less than Degree	1	3
Journeyman Education Program		
Associate Degree	1	3
Nursing Diploma + College Credits		
Bachelors Degree	2	5
Bachelors Degree +	4	11
Masters Equivalent (Professional Engineer)		
Masters Degree	5	13
Masters Degree +	20	53
Specialist Degree	2	5
Doctorate	3	8

TABLE 4.4

Educational Attainment of Community Services Staff

1977-78

Degrees	Number	Percent
Special	11	2
30 Credits or Craftsman	2	0.2
60 Credits or Master Tradesman	192	27
B.A	230	33
B.A. + 10	39	6
B.A. + 20	50	7
M.A.	107	15
M.A. + 10	26	3
M.A. + 20	17	2
M.A. + 30	10	1
M.A. + 40	9	1
Doctorate	8	1

Total Community Services Staff Utilized July 1, 1977 to June 30, 1978	701

TABLE 4.5

Faculty Years of Occupational Experience by Teaching Areas

	Number	Total Years	Average Years
General Education	32	70	2.2
Ancillary (Librarians and Couselors)	16	100.9	6.3
Trade and Industry	48	271.5	5.7
Health Occupations	26	191.7	7.4
Business Education	44	315	7.2
Agri-Business	9	64.5	7.2

TABLE 4.6A

Total Teaching Experience of Faculty

When Hired Given as Percent of Faculty

Years of Teaching Experience		Percent of Faculty
1-3	(37)	21
4-6	(28)	16
7-9	(12)	7
10-15	(15)	8
16 and above	(6)	3
Number of Faculty = 177		
0-1 yr.	(79)	45

TABLE 4.6B

Total Teaching Experience of Administration

When Hired Given as Percent of Faculty

Years of Teaching Experience		Percent of Faculty
1-3	(7)	18
4-6	(8)	21
7-9	(6)	16
10-15	(7)	18
16 and above	(3)	8
Number of Faculty = 38		
0-1 yr.	(70)	18

TABLE 4.7

Total Years of Teaching Experience of Faculty at Gateway Technical Institute Given as Percent of Faculty

Years of Teaching Experience At Gateway Technical Institute		Percent of Faculty
1-3	(37)	21
4-6	(25)	14
7-9	(36)	20
10-15	(48)	27
16 and above	(5)	3
Number of Faculty = 177		
0-1	(26)	15

TABLE 4.8A

Age of Full-Time Faculty

Age	Number	Percent
21-25	7	4
26-30	17	10
31-35	32	18
36-40	35	20
41-45	29	16
46-50	21	12
51-55	21	12
56-60	11	6
61-65	4	2
65+	0	

TABLE 4.8B

Age of Full-Time Administration

Age	Number	Percent
21-25	0	
26-30	2	5
31-35	5	13
36-40	6	16
41-45	6	16
46-50	6	16
51-55	7	18
56-60	5	13
61-65	1	3
65+	0	

TABLE 4.9

Work Load Type Conversion Table

Hours	Lecture-Discussion	Laboratory-Shop	Clinical Experience (ADN, PN)	Individual Instruction, Clinical Experience
1	6	5	4	4
2	12	9	9	8
3	18	14	13	12
4	24	18	17	16
5	29	23	22	20
6	35	27	26	24
7	41	32	30	28
8	47	36	35	32
9	53	41	39	36
10	59	46	44	40
11	65	50	48	44
12	71	55	52	48
13	77	59	57	52
14	82	64	61	56
15	88	68	65	60
16	94	73	70	64
17	100	77	74	68
18	106	82	78	72
19	112	86	83	76
20	118	91	87	80
21	124	96	91	84
22		100	96	88
23		105	100	92
24		109	104	96
25		114	109	100
26		118	113	104
27		123	117	108
28			122	112
29				116
30				120

CHAPTER V: EDUCATIONAL PROGRAMS

The mission of Instructional Programs and Community Services is to:

- Provide educational programs and services to the general public,
- Develop programs and services to assist citizens in becoming occupationally competent,
- Provide programs which enable adults to better understand their societal responsibilities of citizenship, home and family life, and
- Provide special self-enrichment or avocational education for cultural improvement.

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EDUCATIONAL PROGRAMS

PART I: INSTRUCTIONAL SERVICES

DESCRIPTION OF PROGRAMS

The instructional full-time programs at Gateway encompass five departments, i.e., business, agri-business, general education, health occupations and trade and industry.

Associate Degree

The Associate Degrees granted by the VTAE System are delineated into four types of which Gateway confers the Associate in Applied Science Degree. Gateway presently has 32 approved associate degree programs assigned to the following departments:

Business Department

1. Accounting
2. Data Processing
3. Court and Conference Reporting
4. Marketing
5. Marketing-Materials Management
6. Marketing-Fashion Merchandising
7. Marketing-Transportation and Distribution
8. Marketing-Industrial
9. Aviation Mid-Management
10. Interior Design
11. Radio Broadcasting
12. Secretarial Science
13. Hotel-Motel Management
14. Food Service Management

Agri-Business Department

15. Horticulture-Marketing
16. Horticulture-Production

Health Occupations Department

17. Nursing-Technical

General Education Department

18. Fire Science
19. Police Science
20. Library Media Technical Assistant
21. Social Services Associate

Trade and Industry Department

22. Fluid Power Technology
23. Electronics-Computer Technology
24. Electronic Technology
25. Aeronautics-Pilot Training
26. Automotive Technology
27. Industrial Engineering Technology
28. Instrumentation Technology
29. Land Surveying
30. Supervisor's Management
31. Mechanical Design
32. Civil-Structural Technology

Associate Degree programs require a minimum of 64 semester credits and vary according to the type of degree program:

1. Technical Education Course Requirements - 43-47 credits

   a. Technical education courses are those program elements which contain instruction directly related to a specific technician occupational area. (i.e., those skills/knowledges that a person must possess to function as a technician.

      Thirty-two (32) credits are the minimum acceptable number within each Associate Degree program. Twenty-four (24) credits are identified on recommendations by state or regional advisory committees and the business and/or industry in cooperation with the state staff consultant. Eight credits (8) which must have the same technical objective may be recommended by the local advisory group in cooperation with local industries and technical instructional staff.

   b. Technical Supportive - 11 credits required for 64 credit curriculum
      - 15 credits required for 68 credit curriculum

These are the specific courses which support and relate to the technical content of the occupational courses. The content provides the tasks (ex: scientific principles and laws) needed for the individual to function at an acceptable level within the technical occupational courses.

Ex: Math - Physical Science - Biological Science - Behavioral Science, etc.

Ex: Service Technician program may require 11 credits of technical related based on 5 credits in Technical Mathematics and 6 credits in Technical Science.

NOTE: Programs requiring licensure or certification requirements will be adjusted to meet those standards.

2. General Education

Fifteen (15) credits are required. Six (6) of the credits will be in the Communicative Skills. Nine (9) of the credits will be in the Social and Behavioral Sciences with a minimum of three (3) credits in either of the areas. The local school general and technical education staff will determine type of content within the fifteen (15) credits with the cooperation of the local or state (equivalent) advisory committee and consultant representing the State Board.

3. Student Electives

The electives must reflect the broad occupational goal of the student's elected program area and be the choice of the student; however, the course offerings will be limited to the approved program offerings of the District. A minimum of six (6) elective credits are required.

Diploma

A structured curriculum identifies objectives and develops parameters based upon 25-30 hours per week of contact time with a minimum of 80 percent in the occupational industrial area. Thirty (30) vocational credits equate to a potential thirty-six (36) week full-time program. Gateway has 31 approved Diploma programs presently of which 30 are in operation:

Business Department

1. Account Clerk
2. Clerk Typist
3. Data Processing Machine Operations
4. Food Service Assistant

5. General Sales-Hotel/Motel
6. Merchandising
7. Stenographer
8. Travel Agent

Agri-Business Department

9. Farm Training
10. Farrier
11. Production Agriculture

Health Occupations Department

12. Dental Assistant
13. Medical Assistant
14. Ward Clerk
15. Operating Room Assistant
16. Practical Nursing
17. Pre-Service Nursing Assistant

Trade and Industry Department

18. Airframe and Powerplant Mechanic
19. Auto Body
20. Auto Servicing
21. Cosmetology
22. Drafting-Mechanical
23. Electronic Servicing
24. Fluid Power Maintenance
25. Machine Tool Operation
26. Motorcycle Mechanic
27. Precision-Materials Inspection
28. Production Welding
29. Refrigeration Servicing
30. Small Engine and Chassis Mechanic
31. Upholstery and Auto Trim

General Education or supportive related courses may occupy up to 20 percent of the 25 to 30 hours of instructional time. The District General Education division staff works closely with the District occupational division in the development of the program.

A semester is considered to be eighteen (18) weeks regardless of the actual District schedule.

Student Electives - The electives must reflect the broad occupational goal of the student's elected program area and be the choice of the student; however, the course offerings will be limited to the approved program offerings of the District.

Apprenticeship

The apprenticeship program is considered to be one of the oldest programs in the Wisconsin Vocational, Technical and Adult Education System.

The original legislation recognized that it was necessary to have an organized educational training program for employees of Wisconsin's industries. To accomplish this action, laws were passed which placed specific demands upon an employer when he/she entered into an indentured agreement with an employee who was his/her employee.

Part of this legislation included the requirement of related instruction on the educational package for the indentured apprentice that was to be delivered by the VTAE System in the state. This also included the concept of joint apprentice advisory committees organized with employer and employee input into the program.

One of the unique features of the Wisconsin apprenticeship system is that throughout the year the State VTAE System has enjoyed excellent relationships with the Wisconsin Department of Industry, Labor and Human Relations Apprenticeship Division. The Division of Apprenticeship and state staff of VTAE meet monthly to discuss related instruction challenges, as well as new and innovative ways to serve industries through the apprenticeship route.

The law requires that the apprentices attend a minimum of 144 hours a year in school. These hours are delivered in many different configurations, such as eight hours a week, four hours every other week, or home study and/or correspondence. With this condition, there are three full-time instructors and several part-time instructors within the District.

For some apprentice classes, one of the instructors from a full-time program may teach in the apprentice program also. This is especially true in the machinery trades. With a circuit instructor serving several districts in one occupational area, local staff may participate in teaching several of the classes.

At present, Gateway serves 15 apprentice programs with related instruction.

CETA

The Comprehensive Employment and Training Act of 1973 established a broad-base block grant program of employment and training and related activities including recruitment, training and other employment services. Gateway Technical Institute participates with TRICO-CETAC, TriCounty Employment and Training Consortium, by providing vocational training in an institutional setting relative to technical skills and occupational information.

In the school year 1978-79, the class-size projects at Gateway included four programs, i.e., Production Machine Operator, Clerk Typist, Mechanical Drafting and Welding. Slotters from the CETA program were enrolled in many of the Associate Degree and Diploma programs on all campuses of the District.

Guided Studies Center

The Guided Studies Center complements other services in the District, such as Adult Basic Education, Adult High School and General Education Diploma. It fills the gap between student ability and entry level requirements to career programs. One very important aspect of the Guided Studies Center is the availability of paid peer tutors to assist students in maintaining satisfactory performance in their courses. Another is the student skill workshops which are developed and run by Center staff. Skill workshops cover areas such as Study Habits, Textbook Usage, Test Taking, Notetaking, Report Writing and Employment Resumes.

ARTICULATION

High Schools

Various District departments articulate with comparable high school departments, such as Business Education, Trade and Industry, etc. The Adult High School program operates in cooperation with the 17 public high schools in the District.

The District is attempting to effectuate articulation with projects in curriculum articulation, more dialogue with CESA 18, invite high school staff to participate on advisory committees, conduct workshops with high school staff and schedule high school classes in our labs.

Colleges and Universities

The District has for years articulated with Stout, Parkside, Whitewater and Carthage College relative to the instructional program and transferability of credits. The District has had experience in articulation with out-of-state institutions, such as Western Michigan University, Northern Michigan University, Cornell University and several Iowa colleges.

Other Institutions

The District has, through the Wisconsin State VTAE System,articulated with the other 16 Wisconsin districts.

Other Articulation

By means of participation in international education projects, the District has had excellent success with articulation with business and industry outside the continental United States. The Trinidad and Egyptian projects attest to this.

Within the instructional programs, articulation is emphasized between the various levels of instruction in the associate degree and diploma programs, i.e., upper level courses (associate degree) can be substituted wherever it is appropriate, such as general education.

Articulation also takes place when instructors teach within both the associate degree and diploma programs and the common use of instructional equipment in both the diploma and associate degree programs, i.e., fluid power maintenance and fluid power technology, is natural.

Reciprocal Agreements

The District has reciprocal agreements with the University of Wisconsin-Stout, the University of Wisconsin-Parkside and Carthage College relative to sharing educational resources and transferability of credits.

The District also has a reciprocal agreement with the County of Lake College at Libertyville, Illinois. The agreement basically permits Lake County residents and Gateway residents to share educational programs at the resident tuition level rather than out of state level.

The District participates in the TRICO CETA Consortium by contracting for educational services and by employing staff under the public service act.

The District in meeting the needs of students for clinical experience has working agreements with hospitals, pharmacies, doctors and dental offices, both within and outside of the District.

The Wisconsin Department of Vocational Rehabilitation, Racine office, utilizes the testing service of the Racine Campus for counseling purposes in the District.

CURRICULUM AND PROGRAM DEVELOPMENT

The District has a formal procedure for both program development and curriculum change. The program development procedures conform with the guidelines set forth in the Procedures Manual of the Wisconsin Board of Vocational, Technical and Adult Education.

The curriculum change procedures is an established District procedure that can be utilized for changing course title, curriculum sequence, credit and contact hours, elimination of courses and adding a new course. The change procedure requires review and approval by the program curriculum committee, the program coordinator, the program advisory committee and the administrative curriculum committee.

The District, by means of program curriculum committees, encourages the instructional staff to update test and reference materials relative to competencies for the occupation.

Competency based education at Gateway referred to as CBE is a means of organizing the teacher learning process in a systematic way. The entire CBE development involves and includes the following: descriptor lists of occupations, mobility charts, philosophy and goals, broad competencies, specific competencies and individualized learning packets.

The District has made a commitment to the future of CBE with a definite effort and funding the past three years, i.e., workshops, mini-grants, staff committees, etc.

EVALUATION AND IMPROVEMENT OF PROGRAMS

State Divisional Reviews

The Wisconsin State Board of Vocational, Technical and Adult Education under Chapter 38.001 Wisconsin Statutes has responsibility for divisional reviews. The review teams are composed of staff members and selected District staff.

The State Board has identified in the five-year schedule (Policy Announcement 78-4) the specific times and programs to be reviewed.

The review process follows a structured outline during the review.

The local district has a responsibility for preparation for review. In Fiscal Year 1977, the Trade and Industrial and Agriculture programs were reviewed.

In Fiscal Year 1979, Health and Distributive Education were reviewed. In Fiscal Year 1980, General Education is scheduled, with Office Education and Home Economics scheduled for Fiscal Year 1981.

It is expected that the five-year cycle will roll over after Fiscal Year 1981.

Other Accrediting Institutions

1. Commission on Institutions of Higher Education, North Central Association of Colleges and Secondary Schools
2. National Shorthand Reporters' Association
3. Federal Aviation Administration
4. American Dental Association
5. Wisconsin Board of Nursing
6. National League for Nursing - 1st accrediting visit will be Spring, 1980
7. American Dietetic Association

State Consultants

State consultants are utilized at Gateway in several capacities, i.e., program evaluation, development, maintenance and discontinuance. Of major impact to the District is dialogue with the State Office on up-to-date policies in education relative to vocational, technical and adult education.

According to the Wisconsin Board's Five-Year Plan for VTAE, state consultants will make three visits a year with four in the year of the review cycle.

Resource People

Through the structure of the program advisory committee, a large number of community leaders are available for resource purposes, i.e., program and curriculum development, instruction, lecture, equipment identification, etc. In addition to the advisory committee membership, which exceeds 500 people, the alumni and speakers bureau are also resources and are utilized by various programs within the District.

District Reviews

Instructional Services, specifically, Research and Planning, has a structured procedure for program evaluation and discontinuance. The procedures are in compliance with State Board Policy Announcement 77-15, Program Evaluation/Discontinuance, i.e., are the program objectives being achieved and are the objectives the proper ones or should they have been conceived differently.

In Fiscal Year 1975-76, the following programs were evaluated:

1. Fashion Merchandising
2. Automotive
3. Upholstery-Auto Trim
4. Library Media Technical Assistant
5. Interior Design
6. Stenography

In Fiscal Year 1976-77, evaluation was made of the following:

1. Food Service
2. Drafting
3. Small Engines
4. Land Surveying
5. Secretarial Science
6. Automotive

In Fiscal Year 1979-80, evaluations will be made of the following:

1. Data Processing
2. Instrumentation
3. Stenography
4. Fluid Power Maintenance
5. Library Media Technical Assistant
6. Industrial Engineering Technician

Instructional Equipment

Input for instructional equipment generally comes from the instructional staff. Occasionally, input is generated by the supportive staff and supervisors.

The process for purchasing instructional equipment begins with the instructional staff and proceeds through the department coordinator to the supervisor of Instructional Services who has the responsibility for preparing the District instructional equipment list for budgetary purposes.

The program advisory committee usually reviews requests for equipment prior to budget preparation and actual purchase or bid specification for equipment are requested from staff following budget approval and prior to actual bid or purchase.

Several of the divisions have an equipment replacement plan that facilitates an organized budgetary process.

Instructional equipment, both new and replacement, in the annual District budget ranges between 2.5 percent to 3 percent of the operation budget.

ADVISORY COMMITTEES

Administrative authority for vocational education is vested in the State Board of Vocational, Technical and Adult Education. Advisory committees in vocational and technical education are organized to advise and counsel the school administrators and to make suggestions and recommendations for the guidance of the state and local boards. Their function is to provide closer cooperation and better understanding of business and industrial education in industry, the home and the school. Advisory committees for each program provide a two-way system of communication between the school and the community which is essential to all educational programs.

Approximately 53 advisory committees--composed of employers, employees, students and former students--are now active. Most committees contain male and female members and many have representatives of minority and ethnic groups. A study of profiles and functions for the 53 committees has been completed as of July, 1979.

Members of the advisory committees as well as others in the community very often serve as resource people to enrich the educational experiences of the students.

PART II: COMMUNITY SERVICES

DESCRIPTION OF PROGRAMS

Adult Basic Education

The Adult Basic Education Program provides instruction for those persons without a high school diploma who do not speak English or who function at less than the twelfth grade level. Its objectives are to provide basic academic instruction to the level of high school equivalency, English as a Second Language, and living and/or coping skills. An advisory committee is used to help determine community needs, review the program and assist in its development and expansion. Approximately thirty people are employed in the program. Full-time staff includes a coordinator, counselor, eight professional teachers and six paraprofessionals. Hourly call staff provides classroom instruction as needed. The District has an intensive in-service program for all staff. Professional staff persons are certified by the Wisconsin Board of Vocational, Technical and Adult Education.

Program services are delivered in outreach locations with about 75 percent of the enrollments in adult learning centers which provide group and individualized instruction. These Centers are located in leased facilities in Racine, Kenosha, Burlington and Delavan and on-campus in Racine. A modified program is offered in Walworth County in the mobile classroom, a customized Winnebago motor home. Classes are offered through various agencies, industries, churches and occasionally in private homes.

The curriculum in Adult Basic Education has been developed to meet the requirements of the Adult Education Act as defined in the regulations. Reading, Math, Language Arts, English and English as a Second Language, Citizenship Training and Living Skills are included at all functional levels and preparation for the General Educational Development Certificate is provided as an alternative route to high school completion. Faculty committees are involved in the development and revision of curriculum guides.

Teachers in the Adult Basic Education program are certified by the Wisconsin Board of Vocational, Technical and Adult Education. Professional growth opportunities are provided through an extensive inservice program which includes pay incentives for both undergraduate and graduate course work in the field. Nonprofessional staff may avail themselves of training opportunities which can lead to reclassification as skills and experience are acquired.

A letter of intent has been approved to explore the possibility of restructuring the Adult Basic Education and other programs to form a Goal Oriented Adult Learning program. A committee has been formed to begin developing a program proposal.

There is an advisory committee which meets periodically to review the project proposals and activities and to assist with program development. The program undergoes both internal and external evaluation. An annual evaluation report is submitted to the Wisconsin State Board for inclusion with federal reports. A three year follow-up study of former students was conducted in 1976. The State Office conducted a program review in 1978.

Adult High School

The Adult High School is a high school diploma program for adults 18 years and older and is authorized through formal agreement between Gateway and the school boards of the public schools in Kenosha, Racine and Walworth counties. Upon completion of the necessary credits, a regular high school diploma is issued from the school district in which the student resides.

To obtain the Adult High School Diploma, a student completes 16 credits. Eight of the credits are in English, American history, math and science and eight are electives. Credit is given for previous high school work, responsible work experience and military service. Students may earn a maximum of eight units through proficiency testing. A student may also receive credits for Gateway diploma and associate degree classes. The program is approved for veterans educational benefits. The total number of months of entitlement is not reduced as a result of participating in the program.

Classes are offered on a two-semester basis of 15-week duration each between September and May. There is a six-week summer session. Classes are scheduled, according to the designated credit for 30, 45 or 60 hours per semester.

The staff consists of one half-time chairperson, one full-time instructor and approximately 35 hourly instructors. All instructors are certified by the Wisconsin Department of Public Instruction. The staff attends the yearly Community Services in-service and the yearly in-service for Community Services and Instructional Services hourly personnel. The staff also participates in in-service sessions for the high school program only and curriculum committees.

Counseling in the program is provided by Student Services counselors. One counselor on each campus is designated as the Adult High School counselor.

Women's Bureau

The Women's Bureau is a vocational and educational service for women. This service, focusing on the changing work and social roles of women in today's society, provides women with an opportunity to develop self-awareness and an ability to assess their talents and skills, gain an understanding of their role in the world of work and become acquainted with opportunities for employment. Special emphasis is placed upon assisting women in entering nontraditional areas of training and employment. The Bureau is funded, in part, under the Vocational Amendments Act, Special Services for Women and Displaced Homemakers.

To accomplish the mission of the Bureau, programming, counseling and informational services are provided. Men are welcome to participate in any of these services. A variety of workshops, classes and seminars is offered. These are offered to women in the community through Community Services continuing education classes, to clientele and staffs of community agencies and to members of community clubs and organizations. A variety of topics is covered in these workshops including assertiveness training, self assessment, career development for the reentry woman, career development for job change, decision making, life/work planning, self discovery, speaking in public, single parenting, industrial career exploration, technical career exploration and job-finding skills.

Individual and group counseling is provided to assist women interested in entering or reentering the world of work or going back to school. Assistance is also provided for the woman who is presently employed and wishes to reevaluate herself for an alternative occupation more suitable to her talents and capabilities. A job file/job bank is maintained and counselees are notified when the Bureau receives a position opening for which the client has indicated an interest.

Informational services are provided either through group presentations or in response to individual requests. Programs related to the mission of the Bureau are provided to meet the requests of a wide spectrum of community organizations, e.g., women's organizations, church groups, public high schools, service clubs, community public and private agencies and professional organizations. Individual requests for information covers such areas as career information, current women's issues, women's rights and community resources available.

Business and Marketing

The Continuing Education Program offered by Business Education-Community Services serves two employment goals in meeting the needs of the business and industrial sector. Specifically, these areas are: 1) to provide training for individuals to obtain job entry skills for gainful employment; 2) to provide training for individuals who may need training due to obsolete job skills. Courses offered by Business Education can be identified with these basic goals. Courses available for job entry skills include Office Training (Shorthand, Typing, Bookkeeping), Marketing (Real Estate Certification, Mixology, Checker Cashiering), and Data Entry. These courses are offered on a continuing basis throughout the year.

Courses or programs which provide individuals with the opportunity for upgrading or advancement on the job make up a large percentage of the class offerings. These classes are flexible as to location, (inplant or campus) time schedule and length of class. The course content of these classes is directed to the special needs of the individual. These classes are developed through input and direction from representatives of the business and industrial sector and professional organizations. Courses identified with this objective include: Skill Building, Office Education, Supervision Development, Professional Designates for Insurance Personnel, American Institute of Banking-Bank Employers, Legal and Certified Secretaries Training, Real Estate Continuing Education and Small Business Management Training.

Women reentering the job market and those individuals who are affected by job change are some of the individuals served. Special classes have been developed in business and office training to assist individuals in becoming employable in business and industry. These courses are special review courses that provide retraining in office procedures, use of office equipment and general skill development. These classes provide the confidence necessary in making the transition from homemakers to worker or adjustment to a new job skill.

The increased demand for Adult Continuing Education will require education to be aware of the technical change and overall needs of the business and industrial sector so that education can provide those needed skills and training to develop a capable, productive workforce.

General Education

The course offerings and other learning activities offered appeal to a broad range of people who may be pursuing courses to develop or refine their employability skills, to achieve personal satisfaction through self enrichment or to obtain avocational education for cultural improvement.

The General Education Adult Program embraces the following subdivisions:

General Academic Education. These courses deal with subjects such as economics, creative writing, public speaking, foreign languages, etc.

Civic and Public Affairs Education. This area deals with discussion groups on current issues, classes, institutes and other activities that seek to develop an understanding of local, state and national problems.

General Education In-service. Courses are designed and provided in this area to develop and improve employee effectiveness in communicative skills.

Fine Arts, Practical Arts and Crafts. These courses include topics such as photography, ceramics, painting and theater appreciation.

Parent and Family Life Education. These classes provide a combination of training which enables individuals to develop health habits which are physically and psychologically sound.

Personal Improvement. Courses are provided which allows individuals to discover more about themselves through classes in psychology, personality analysis, coping skills, etc.

Driver Education. A wide range of courses such as basic theory, behind-the-wheel, defensive driving as well as more specific offerings, i.e., Evasive Driving, School Bus Driver Training, Semi-Truck Driver Training, etc., are provided to interested residents. The Driver Education Program for purposes of description can be divided into five broad areas: Basic Driver Education, Driving Under Special Conditions, Professional Driving, Driver Safety and Defensive Driving.

Police In-Service. Workshops and seminars are arranged for area law enforcement personnel to update skills to keep current in their field of endeavor.

Senior Citizen Classes. Courses designed to specifically serve senior citizens are conducted in a number of locations including senior citizen centers and nutrition sites. Such classes cover a wide range of subjects such as painting, crafts, driving seminars, physical exercise, etc.

Extension Training. Workshops and seminars have been conducted in conjunction with other state agencies to provide updated training to employees and other participants.

Speaker's Bureau. The General Education Department is very active in providing speakers to interested groups, clubs and organizations within the District.

Other. Classes, workshops, seminars and other activities are arranged and conducted in areas where specific needs have been identified.

The General Education Program encompasses a wide range of services provided to District residents. The diversity of courses offered through this division contributes to the wide range of people served through the Gateway District.

Health Occupations

The Health Occupations Community Services offerings are committed to expanding the health knowledge of the individual through three major types of programming:

- Conferences and seminars
- Extension courses
- Adult education classes

Individuals employed in health careers have had the opportunity to participate in conferences, refresher courses and other learning opportunities to update their knowledge, skill and competency. Future plans include an expansion of conference and seminar programming to include flexible scheduling.

Providing continuing education for graduates of our health programs is a necessary support of the individual effort to keep abreast of the rapid changes taking place in the health care area. A greater effort must be put forth to encompass offerings to all areas of the District. Many of the learning opportunities have been granted continuing education credits/units, or formal recognition by professional agencies:

- Wisconsin Nurses Association
- National Federation of Licensed Practical Nurses
- American Dental Association
- American Association of Medical Assistants
- Association of Surgical Technologists

Health Occupations offers a variety of noncredit continuing education courses and public service activities. As the health consciousness of the public continues to increase, a greater demand of health information will follow. A positive approach to health, wellness, prevention and health maintenance activities will be stressed.

The Emergency Medical Technician program provides training to currently employed members of rescue squads to meet the legislated certification requirements. Future programming will shift greater emphasis in Emergency Medical Services from basic training to refresher courses.

Health Occupation offerings in Community Services are kept flexible to meet the needs of the individual and the community.

Home Economics

In general, Home Economics is concerned with helping people improve the quality of life in their homes and communities. Often this means helping people determine their needs.

There are national trends and situations that can be expected to affect individuals and families in the years ahead. These involve changes in population, mobility, household promotion, the world of work, income and cost of living, family patterns and levels of education.

Areas of concern related to Home Economics are:

Food and Nutrition. Almost all individuals and families could benefit from nutrition education; in low and marginal income families and senior citizens particularly, nutritionally inadequate food consumption is prevalent. There is increasing concern about new food technology, about quality and nutritional quality in food service, about the use of nutritional labeling and about the U.S. Standard of Recommended Daily Allowances.

Consumer Concerns. Predictions indicate higher incomes, improved living standards and more satisfying lifestyles for Americans generally. However, those on fixed incomes and those in poverty will realize these situations to a lesser extent. Americans will become more aware of international interdependence on all resources. There will be greater competition for all goods, services and natural resources. Consumer education is a vital need.

Family Relationships. Family life education is a vital force in preparing families for our complex society. All can benefit by further understanding of the changing values and the changing roles in today's society. The "family," whatever form, provides the principal setting for the development of the individual.

Housing and Home Management. Adequate housing in a suitable living environment is a problem facing everyone. Rising costs and limited options are concerns. Social and psychological influences of housing imply a concern about quality of the interior environment. Rising energy costs are a concern. Increased costs of furnishings and equipment need to be considered in light of values and needs. Home management principles and practices are related to all areas of concern.

Clothing and Textiles. Rising costs of clothing result in a need for families to reassess their needs and desires. The need for information regarding selection, care and maintenance is also indicated.

Home Economics at Gateway addresses all of the concerns through programming of classes for the general population and through offerings for specialized groups such as low income, young families, pregnant women, parents of young children, elderly, childcare providers, food service providers, foster parents and other home economics related services (such as interior designers, cosmetologists, etc.)

Trade and Industry

In the past year, the Trade and Industrial Division of Community Services has enrolled over 6,000 persons. The major thrust of the division is to prepare persons for trade and industrial occupations through vocational training.

A wide variety of short courses are available throughout the District. Major areas of training include: automotive, welding, machine operations, drafting, electronics, upholstery, aviation, hydraulics and supervisory training. In addition to the regular offerings, related instruction is provided for apprentices taking up any one of the 34 apprenticeship programs being offered through Gateway.

People are prepared for new jobs or upgraded on their present jobs by attending regular 6-12 week classes at Gateway, through short seminars and workshops, or by participating in open-ended programs which are very flexible and meet the unique needs of those participating.

Attempts have been made to work closely with the District's employers to meet their special needs. This has often resulted in developing unique curriculum and providing the training at that employer's plant.

Another unique facet of Gateway's program is that special classes have been developed for minority members of the community. Bilingual instruction has taken place for the Spanish community in welding, machine shop and automotive.

In accordance with state and national trends, instructional programs have been developed to prepare persons to take certification exams in automotive, welding, aviation, plumbing, boiler room operations and waste water operators.

Agriculture

Numerous agriculture and horticulture programs are offered through Gateway's Community Services Division. Agriculture programming is run primarily in Walworth County on the Elkhorn Campus and the outreach centers in the county. Horticulture programming is conducted on the three Gateway campuses and outreach centers throughout the District. Many of the programs are offered in cooperation with the University of Wisconsin-Extension centers in the District.

Coordination of this programming, which for the past several years has been the responsibility of three Community Services County Supervisors, has recently been assigned to a district-wide Agriculture Coordinator. The Coordinator will be working closely with all related individuals, businesses and agencies to plan, develop and implement a more comprehensive program of agricultural and horticultural programming in response to the needs of the District.

Fire Science

The Fire Science Program of Gateway Community Services is designed to offer special classes in fire science related fields for persons associated with organized fire departments, people employed in industry and business as well as personnel engaged in hospital and nursing care facilities.

These classes, programs and seminars cover a wide range of subjects and are designed to reach a particular skill or to enable the individual to advance in a particular work field.

Classes are generally held off campus at the particular location of the persons being served. Programs may be as brief as one hour to sessions extending for nine weeks (27 hours); twelve weeks (36 hours); and some lasting eighteen weeks (54 hours).

All classes are noncredit. The Fire Science Program is headed by a full-time coordinator assisted by a staff of twelve part-time instructors. Course and class delivery systems are developed and maintained by use of instructors presenting programs close to their respective home areas and in their specific field of expertise.

Most short classes require only one instructor; however, at times three persons are needed for a particular assignment when class enrollment is large and/or the skill to be learned is more complicated.

SPECIAL EDUCATIONAL PROGRAMS

Special Needs Programs

Disadvantaged. Special efforts to reach the disadvantaged are available through federal projects. A full-time recruiter-counselor is employed to work in the community providing a one-to-one contact to minorities, ethnic groups and the educationally and/or financially disadvantaged. Explanations of various programs available at Gateway, assistance with application for enrollment, financial aids or other assistance are provided the students. Referrals are made to all programs including Adult Basic Education, Adult High School, Diploma and Degree programs and Community Services Adult Education classes.

Prevocational training includes Career Education, beginning typing and counseling.

Handicapped. Gateway is actively developing services for the handicapped. A variety of services are provided in the Developmental Center, including interest and achievement testing, learning disabilities diagnosis, work assessment and specialized tutoring. Many handicapped students are served in regular programs with varying degrees and types of support as needed. Classes designed for the handicapped are available both on and off campus. These include Food Service Assistant, Driver's Education and basic academics. Job skill training is offered in various locations using agency and commercial facilities, motels, nursing homes and public buildings. Training includes maid service, motel housekeeping, nursing home housekeeping, laundry and kitchen help.

Gateway is preparing a series of captioned films on Career Education for use in classes for the deaf. These projects are staffed by professionally trained people. Both full- and part-time teachers are certified by the WVTAE. All teachers employed to work with the handicapped have special education training. In-service training is regularly scheduled and staff is encouraged to attend professional conferences and workshops.

The curriculum is developed, revised and modified by the instructors, who also select the materials to use for instruction. The advisory committee reviews the curriculum and makes suggestions. The advisory committee also assists in program development.

The District conducts an annual evaluation of the program and prepares reports in compliance with the Federal Regulations. These are on file in the District Office.

WGTD Radio Station

WGTD is the first public radio station owned and operated by a VTAE District in the State of Wisconsin. It went on the air December 23, 1975, and is located at 91.1 on the FM dial. WGTD studios and offices are located on the Kenosha Campus of Gateway Technical Institute.

WGTD provides educational, informational and cultural programming based on the demonstrated needs of persons living in Kenosha, Racine and Walworth Counties. Its mission is threefold:

1. WGTD is programmed to provide a local, state and national program service that will result in a resource for listeners that will encourage them to become more responsive, better informed, intelligent and responsible citizens of their communities. To do this, FM/91 presents a wide variety of programming. This includes a heavy emphasis on local programming; news, weather, 'live' broadcasts of local government meetings, high school football and basketball games, Gateway Technical Institute sports events, election coverage and specialized audience programming for blacks, hispanics and other minority groups. Fine Arts programming is also featured with such local offerings as "On Stage," "Concert Hall," "Music of the Masters," "FM 91's Jazz Club," and others.

   WGTD's local programming efforts are augmented by offerings from the prestigious National Public Radio Network. FM/91 airs many of NPR's fine news, informational, cultural and educational programs.

   FM/91 is truly the "voice of the people" as it airs numerous community calendar and public service annountments each day.

   An additional community service is WGTD's specialized programming for the print handicapped. Volunteers read newspapers, magazines and books over a special frequency. Credit courses are also broadcast on this channel for Gateway students enrolled in them. This programming is called the Education and Reading Service (E.A.R.S.).

2. WGTD also continues Gateway's tradition of offering educational opportunities to adults at hours convenient to them. Through "Credit Access by Broadcast" students may now complete various courses at home, in the car and at work. Some of the courses for credit that have been offered include "American Government," "Consumer Education," "Metric Concepts," "Salesmanship," "Marketing," and "Supervisory Techniques."

   In addition to these credit offerings, FM/91 broadcasts some noncredit general educational modules such as "Gateway's to Gardening," "Gateway's to Consumerism," and "Gateway's to Health."

3. WGTD staff provide training for students enrolled in the Associate Degree program of broadcast technology. Students work as interns in the station in addition to preparing programs for broadcast on WGTD. During the first semester of their second year, broadcast technology students work in each department of WGTD on a rotating basis: programming, music, news, public affairs, Education and Reading Service (E.A.R.S.).

   During their final semester, they can choose one area in which to spend the entire time so as to gain more experience in the area in which they wish to specialize. The goal is to give students practical experience in a licensed FM station to prepare them for their first full-time job.

   WGTD programming is handled by a professional staff with many years of experience in broadcasting.

   WGTD is affiliated with National Public Radio, Associated Press, the National Association of Broadcasters, the National Association of Educational Broadcasters, the Wisconsin Broadcasters Association and the InterCollegiate Broadcasting System.

Consumer Education Projects

Teaching Aides: Homemaker Home Health Aides. The project is for the purpose of providing educational progamming to multi-problemed, low level disadvantaged families in the areas of Home Management, Foods and Nutrition, Childcare and Family Relationships and Consumer Education.

The project works only with families where the above have been identified as contributing to their multi-problemed situations.

Prime objectives are:

- To employ, supervise, train and direct the employment of aides to teach on a one-to-one basis with the goals of improving family living within the problem home.
- To involve students (families) in a group learning experience when feasible.
- To develop and promote inter-agency cooperation and action with the 25 to 30 referral agencies.

The low level disadvantaged reached by this project do not think in abstract conceptual terms and they cannot be taught in this manner. The families receive instruction through a scheduled teaching program that will allow for periodic educational follow-up. Where feasible the student is moved into a group learning experience.

Help with household management skills frequently helps in the adjustment to and the solving of more severe problems. The greatest benefit is realized in the adjustment of the children in the household. Often this means the first time a child in the household has seen a breakthrough to realize there can be better quality family life and that the old pattern can be broken. Often the adult student is better able to cope with severe problems when the household is orderly, "managed" and peaceful. These statements are reinforced over and over in student files and in statements from referral agencies.

Consumer Education-Radio and Community Contacts. The project is intended to provide consumer education information programming via radio and through community groups. Both of these avenues represent special ways of reaching people who could benefit from this information. It is felt to be a prime means of reaching disadvantaged consumers as well as a large segment of the general population who also need consumer information.

Major project objectives are to:

- Prepare and air two different five minute tapes per week to be aired once each on seven different radio stations and WGTD. These Gateway to Consumerism programs feature issues related to consumer rights and responsibilities.
- Prepare and air over WGTD a monthly half-hour interview program featuring specialists from the community.
- To make contacts with community groups with particular emphasis on groups with contacts with disadvantaged students and to arrange presentations related to consumer information and consumer rights and responsibilities. Fifteen hundred persons was the project number to be reached. It is expected that this will double this project year.

Additionally, the Gateway student newspaper and the senior citizen's newsletter carry columns of special interest to their respective group relative to consumer issues. Also, a thirteen-part series "Close Your Credit-ability Gap" has been presented on WGTD.

Business and Industry Liaison (BAIL)

The Business and Industry Liaison (BAIL) Center works with individuals, businesses, industries, local government units and other agencies in developing specialized training programs and technical assistance in response to specific needs.

Its purpose and responsibility are to be of service to the "job creators" and "job providers" in our society. Because it is not directly tied to any particular discipline or instructional program, BAIL is in a unique position to develop a broad base for such services and has the flexibility to launch innovative programs that most effectively meet the needs of the area workforce. The BAIL Center works primarily with two broad sectors of the area workforce:

District Business and Industry. The Center directs the application of the services, resources and expertise of Gateway to assist business and industry in improving their technology, their stability and the efficiency of their operations. Emphasis will be directed toward helping marginal and minority-controlled enterprises to succeed and grow.

District Local Governmental Units. The Center enlists and encourages the utilization of Gateway and other resources to assist local governmental units and industrial development agencies in providing improved services to their constituencies and in expanding the community's economic base by attracting new business and industry.

In addition to the direct instructional component, the Center is also involved with two additional unique services:

Business/Industry/Community Contact (BICCON) Program. A computerized compilation of services is provided by Gateway staff and faculty. It shows for whom those services were provided, when and where the services were offered and the number of people served. Evaluation of this information provides direction to ongoing BAIL and Gateway activities and provides valuable feedback data for refining and developing education and training services for the three-county Gateway District.

Fixed Point of Referral (FPR) Program. This is a continuing effort by BAIL to establish and maintain a close working relationship with all Gateway functions and with educational and other resources outside of Gateway. This program has a twofold purpose: 1) to evaluate all requests for services and respond by developing and implementing programming to meet the need or by referring requests to another appropriate resource; and 2) to serve as a resource person at Gateway to whom other agencies can make referrals.

These programs provide BAIL with a base from which services are applied to the varying needs of business, industry and local government. They also serve to prevent duplication and gaps in programming given at Gateway and other agencies and to assure delivery of the services to common clientele.

SUPPORT SERVICES

Public Information

The institution's Public Information Office is part of the District's Community Services Division but provides cooperative support to all District activities and divisions.

In a given year, Public Information will issue in excess of 300 news releases and features of varying length along with photographic support where needed. These releases have resulted in the placement of more than 7,000 newspaper column inches annually of publicity in the 23 newspapers which serve the Gateway District (2 dailies and 21 weeklies).

Also in a typical year, Public Information will develop, with the assistance of various departments, 10-20 flyers or brochures on academic programs; produce either an institutional school catalog or a view book; develop several dozen flyers/announcements dealing with short-term classes or seminars; produce two direct mailers submitting to every postal delivery residence address in the Gateway District; provide permanent photographic record of various events; and coordinate public outreach events.

By administrative mandate, Public Information must approve any printed item which is designed for external distribution to insure compliance with affirmative action, policy and style. In addition, Public Information routinely provides advice and technical assistance during the production of various items for internal handout, such as forms, student handbook, graduate follow-up report and others.

An ongoing project of Public Information involves staff member assistance, development of special printed items and development of background displays for student recruitment activities such as College Fairs, High School Information Nights, Trade Shows and the like.

Public Information provides technical advice to any staff member or student organization desiring information on printing and publishing, along with editing advice for professional or newspaper publication submission. Since an original author's policy is in existence, Public Information will not formally edit any draft except those submitted to Public Information for actual publicity distribution on behalf of the institution.

In addition to the development of publicity items, including both media releases and promotional printed items, Public Information is responsible for the placement of all advertising relative to Gateway classes (both credit and noncredit), all legal advertising and all classified advertising.

Public Information also provides assistance with special projects such as bulk mailings, graduation exercises, campus open houses, dignitary visits, special tours, guest speakers, official meetings and the like.

The department is staffed by a full-time management level coordinator, a full-time specialist, a part-time professional hourly assistant, a part-time clerical and various work-study students.

Advisory Committees

Advisory committees have played a vital role in the success of vocational, technical and adult education programs for many years. It is this vital link to business, industry and the total community which helps make Gateway's programs relative to the needs of the community.

Advisory committees provide assistance in the following areas: course and facility planning, ascertainment of community needs, evaluation of programs, recruitment of students and staff, placement of students and general public relations in the community.

The Community Services Division has two broad types of advisory committees with which it works: 1) unique advisory committees which serve excluisvely Community Services programs, and 2) program advisory committees which are shared by both Instructional Services and Community Services.

The unique Community Services advisory committees which are presently functioning include: Adult Basic Education, Adult High School, Fire Extension Training, Semi-Truck, Special Needs, Alumni, WGTD-FM/91, WGTD (Educational and Reading Service) and Women's Bureau. These advisory committee members are selected by the appropriate Community Services coordinator and appointed by the District Director. These committees meet two to three times annually to review the progress of the program and assist in long-range planning.

The forty-four program advisory committees are concerned primarily with the operation of the full-time programs, however, Community Services offerings are included as a regular agenda item at their meetings. Community Services coordinators are encouraged to attend these meetings and discuss the continuing education needs of the occupational group represented by the advisory committees. Both Instructional Services and Community Services coordinators are involved in identifying potential members of these committees.

Advisory committees will continue to be important as we move into the 1980's and the technological changes affect the labor market. Hopefully, advisory committees will continue to help Gateway provide the community with comprehensive educational opportunities which are relevant.

Foundation

The Gateway Technical Institute Foundation was formally established in 1977. It is incorporated for the principal purpose of encouraging and fostering educational programs and opportunities through the facilities of Gateway in the advancement of vocational, technical and adult education for the District. It seeks support for Gateway students and programs through private and corporate gifts and grants.

While private support has played a prominent role in four-year college and university development, it is relatively new to the two-year technical institute scene. However, several specific motives for establishing a foundation may be cited:

- By implementing tuition, a greater portion of the cost is borne by the individual student. The result is an increased need for student aid that cannot be met by established agencies. To successfully serve the educational needs of the community and its students, alternate sources of funding for scholarships, loans and grants must be investigated. Private support of student aid through the foundation can contribute significantly to this objective.

- As the state becomes increasingly involved in budget decisions for services and facilities at the local level, the foundation can contribute to the institute's autonomy. Many special needs and unique services that Gateway provides to the community may not have the priority status at the state level. The foundation's support of these programs can contribute to their continued success when state assistance is not a certainty.

- Because government funding is becoming increasingly restrictive and cumbersome, the institute should look to the foundation as an efficient and responsive source of funding.

- Gateway, as a public institution, cannot accept certain types of gifts such as property subject to mortages or leasing agreements. The foundation can provide the institute with greater flexibility in accepting and managing corporate and private gifts.

- The foundation's nonmonetary contribution in terms of increased involvement by business and industry and greater visibility in the District will be of significant importance to the institute's continued growth and responsiveness to the community.

- Scholarship funds and programs now supported by the Foundation include the following:

  The Southeastern Wisconsin Secondary Schools Vocation Skills Olympics
  Horticulture Scholarship Fund
  Alumni Scholarship Fund
  E.E. Leschinsky Award
  Lawrence Stein Fund
  General Scholarship Fund

The Foundation is managed by a Board of Directors comprised of eight business executives and three exofficio members representing Gateway.

Gateway was the first district in the state to initiate a continuing alumni program to all its graduates. Currently, six other districts in the state are establishing similar programs. Several are using Gateway as a model. The key objectives to successfully maintaining alumni interest in Gateway include the following:

1. Effectively communicate with alumni

   Gateway Today has a current circulation of 9,000 which includes graduates, advisory committee members, faculty and VTAE districts. While its primary purpose is to inform alumni, it also features news and information to broaden its appeal to other interested audiences.

   Gateway Today was cited for its content and design by two national publications, "The Nation's School Report" and the "Ragan Report." It also won a McGraw Hill award for distinguished achievement in the alumni magazine category for colleges and universities with student enrollments of more than 4,000.

2. Offer programs and activities of interest to Assocate Degree and Diploma graduates

   Job placement services are offered to graduates who are seeking employment or changing jobs. Alumni who are now employers are encouraged to recruit personnel through Gateway's Placement Office. Alumni are also encouraged to participate in graduate follow-up studies. Summaries of survey results are published in Gateway Today.

   Social activities are developed through a cooperative effort with the Student Activities Board. The first dinner/lecture program was advertised in a mailing to 5,500 area alumni and advisory committee members. Sports schedules and special events are announced in issues of Gateway Today.

   Specific continuing education courses are announced through mailings to graduates of related programs. For example, Industrial Marketing graduates are receiving announcements of new courses in Marketing-Materials Management and Marketing-Transportation and Distribution. A letter from the alumni office explains the program's application to the graduate's field of interest.

A recruitment program was started by the Alumni Advisory Committee to encourage prospective students to enroll at Gateway and pursue technical careers. Area alumni are available to answer questions regarding career training in their respective fields. Alumni have been advised of the need for more student recruitment activities.

EVALUATION AND IMPROVEMENT OF PROGRAMS

State Divisional Review

The Wisconsin Board of Vocational, Technical and Adult Education has considerable involvement in the evaluation and improvement of Community Services programs. This includes: 1) Approval of all Community Services courses and establishment of tuition and material fees; 2) Conducting on-site Discipline Reviews on a five-year cycle which are aimed at evaluation of both the full-time programs and adult education offerings; 3) State consultants are available in all discipline areas and visit the District on an annual basis or as requested; 4) State-called meetings for program administrators and teachers are held on a regular basis to review and update curriculum and discuss common programs; and 5) The State Office funds unique projects and disseminates information on successful innovative programs.

District Review

The Gateway District has an ongoing evaluation program which is designed to improve instruction and make it relevant to the community. This is achieved on the District level in several ways: 1) Gateway is accredited by the North Central Association which includes Community Services programming as part of their review process; 2) The Community Services Division is presently going through a separate Community

Services Program Review utilizing an evaluation model developed in cooperation with the University of Wisconsin-Stout. This model includes the development of a Self-Study, a survey of Community Services teachers and staff and an on-site visitation by a special team made up of staff from other VTAE districts; 3) Gateway also has a Research and Planning staff who conducts relative research which assists in planning Community Services offerings; 4) Community Services administrators develop an annual Management by Objectives Plan which sets specific program objectives each year; 5) Community Services administrators have money budgeted for in-service training and have utilized it to set up unique workshops and seminars in teaching adults and in curriculum development.

Student Evaluation

Community Services implemented a student evaluation form in the Fall of 1978. This form is handed out at the mid-point of the class by the Evening School Supervisor and gives the students an opportunity to comment on the individual class, instructor or facilities. The Evening School Supervisor collects these evaluation forms and puts them on a summary sheet and returns the results to the individual teacher. The information should be helpful to the instructors in that they will get immediate feedback from their students and can make any adjustments in the class which may be needed. The process used is nonthreatening to both the student and the teacher and is used primarily as a tool to improve instruction. If a serious problem is identified through the results of the questionnaire, the coordinator responsible for the course meets with the instructor to see how they may assist in improving the class. An attempt is made to evaluate all classes and this procedure will be continued through next year.

PRIOR NORTH CENTRAL TEAM REVIEW

The following items were identified by the past North Central Visiting Team for Educational Programs.

Strengths

Kenosha and Elkhorn Campuses

1. Equipment was of good quality for the instructional programs currently offered.
2. KTI has become a community centered institution with strong programs in technical, vocational and adult education.

Racine Campus

1. Broad curricular offerings in the vocational-technical areas and in Community Service courses.

Prior Concerns and Present Status

Kenosha and Elkhorn Campuses

1. Responsibilities and procedures for program review in terms of faculty committee action needs further development to provide consistency in curriculum matters.

   Responsibility for program review has been delegated to Instructional Services and is conducted through the process of program evaluation committees that include instructional staff, Research and Planning staff, support staff and supervisory staff.

2. Vocational programs, in part, should be developed as two-year diploma sequences.

   Vocational programs, both associate degree and diploma, have been developed and exist as two-year sequence.

   Many of the competencies would be related and if mastered would make more time available for the student, i.e., accounting (account clerk), automotive technology (automotive servicing), data processing (data processing machine operator), instrumentation (precision and materials inspection), practical nursing (pre-service nursing), technical nursing (practical nursing), food service management (food service assistant), clerk typist (stenography), secretarial science (stenography) are examples of existing District programs.

Racine Campus

1. Seeming lack of institutional commitment to the general education program.

   General Education receives unqualified support from the administrative staff for funds and support. General Education staff representatives have been assigned to technical program curriculum committees and are invited to attend program advisory committee meetings. General Education course competencies have been identified for each program area.

2. Difficulty of students to transfer into career lattice programs at transfer institutions. Tend to transfer out of state because credits from Gateway are more readily accepted.

   Credit-transfer agreements have been negotiated with Milton College, UW-Stout, College of Lake County, Carthage College, Milwaukee School of Engineering and with the other 15 VTAE Districts throughout Wisconsin. The District is communicating with UW-Parkside and UW-Whitewater on transferability of credit.

3. A more reasonable class size in general education to allow for more individual attention.

   Classes which are remedial or developmental are kept smaller to provide individualized help. Whenever possible, classes which are too large are reduced by dividing the class into two sections.

4. The Opportunity Center needs more support by faculty--both from general education, as well as technical faculty. Some students need it and aren't using it.

   The Opportunity Center is presently called the Guided Studies Center and serves as a special-help unit. More tutors have been employed and staffing patterns have been improved to provide more effective services to special-needs students. Current intensified student recruitment efforts have increased the student utilization of the Center.

CURRENT STRENGTHS, CONCERNS AND SUGGESTED SOLUTIONS

The following items were generated by the self-evaluation committees and are considered the most current representation for Educational Programs.

Current Strengths

1. Resource people are widely used, where appropriate, along with community resources.
2. Educational programs are offered to meet the needs of full- and part-time students.
3. Articulation agreements have been developed with other post-secondary and secondary educational institutions.
4. Faculty and staff are involved in course and program development and invited to provide input for new program proposals.
5. Occupational competencies, instructional materials and curricula are updated with the assistance of advisory committees and/or ad hoc committees.
6. Instructional programs are consistent in the use of curriculum sheets, textbooks, equipment and course offerings.
7. Catalog, brochure and curriculum informational material for the instructional programs are continually reviewed and updated.
8. Instructional programs are reviewed on a regular basis by the State VTAE Board, local District and outside accreditation groups.
9. The Gateway District has an open door policy for accepting students in all full- and part-time programs.
10. Adult Education programs and/or courses on campus and at outreach locations provide opportunities to meet the needs of the various groups in the community.
11. Community Services instructional programs remain abreast of the changing community needs through the use of advisory committees, BAIL coordinator, Community Services coordinators and Women's Bureau.
12. Prevocational training courses are provided for special target groups to develop student readiness within the regular programs such as handicapped, bilingual and disadvantaged.
13. WGTD provides a public service to the community through public affairs programming, governmental programs, credit courses and programs for special target groups.
14. Community Services assists part-time faculty and staff in professional development through departmental in-service training, participation in state-called meetings and college offerings on campus.

15. Printed materials on programs and services provided by the District are sensitive to sex-role stereotyping and reflect a positive image of the institution.

16. Unique community-based programs are offered in over 150 different locations and are delivered through a variety of approaches, such as: inplant training, adult learning centers, mobile classrooms, counseling services to adults and the Speaker's Bureau.

Current Concerns and Suggested Solutions

1. Improve curriculum continuity between full-time and part-time instructors.

   Better coordination and supervision of night school staff.

   Hold program faculty meetings with full-time and part-time faculty.

   Invite part-time faculty to participate on curriculum committees.

   Encourage part-time faculty to attend Gateway functions and activities.

   Implementation of the CBE modules of instruction.

2. Lack of on-site assistance in teaching methodology and individual course planning.

   Hire a curriculum specialist.

   Encourage staff to take methodology courses.

3. Programs of internship and cooperative education are lacking from the educational offerings.

   More detailed study in these areas is required. (District has a standing committee which has a basic format for internship.)

4. Utilization of the District computer is limited to the Data Processing programs.

   Review utilization of present use of computer time.

5. Full-time and part-time faculty need more involvement at the initial stages of program development.

   Solicit more input from faculty when developing a new program.

6. Classes are cancelled too early in the semester because of low enrollment by registration.

   Monitor status of part-time students to meet continuity and graduation requirements.

   Reevaluate policy concerning class cancellation

   Place more emphasis on the importance of early registration in our advertising for course registrations.

7. Advanced standing opportunities need to be improved.

   Provide time for instructors to develop tests.

   Formulate an assessment center to assist instructor with the development of tests.

   Develop and implement procedures to expand advanced standing opportunities.

8. Advisory committees need to be strengthened in order to better ascertain community needs.

   Prepare an end-of-year report showing advisory committees activities, recommendations and accomplishments.

   Conduct yearly review of committee memberships--drop inactive members, bring in new members.

   Review structure in the areas of membership; cross section of occupations represented; affirmative action concerns and meetings and agendas.

9. Improve internal and external communication in order to better assess community needs and reduce overlapping of programs.

   Hold District staff meetings at least once a year.

   Increase visibility of administration and staff in the three counties.

   Increase effectiveness of interdivisional meetings.

10. Lack of campus conference/seminar/workshop facilities for program offerings.

    Utilize multi-purpose building for these activities.

    Establish conference center with food service and seminar rooms.

    Use Racine Campus food service and conference room.

11. Business and industry need to be provided with specialized extension education training for one or two employees.

    Provide more individualized on-site training.

    Provide more individualized instruction on campus.

    Develop additional radio courses.

    Identify additional outside funding resources.

    Use BAIL service.

12. Communication of Gateway's image and role to the total community needs to be improved.

    Involve administrators and staff with business and governmental leaders.

    Feature articles in all area news media highlighting Gateway programs, students and staff.

    Encourage all staff to become more involved in the community.

CHAPTER VI: STUDENT SERVICES

The mission of Student Services is to:

- Provide a broad range of services for individuals within the District,
- Facilitate the selection of, admission to and progress in the educational programs offered,
- Assist individuals in clarifying their values,
- Assist individuals in achieving their educational and occupational goals, and
- Foster personal growth through programs at Gateway Technical Institute or referral to preparatory programs or services in the community.

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STUDENT SERVICES

The division of Student Services within Gateway includes the services and functions of admissions and withdrawals, advance standing, CETA advisement, counseling, faculty advisement of students, financial aid, graduation, learning skills, orientation, placement, records, recruitment, registration, 504 activities, student activities and athletics, Student Government Association (SGA), testing center, veterans affairs, work evaluation and listing for day care centers and housing.

ADMINISTRATION AND ORGANIZATION

The overall administration of Student Services comes under the jurisdiction of the Deputy Director of Gateway who maintains offices on both the Kenosha and Racine campuses. Administration and management of Student Services for the three Gateway campuses includes overseeing the delivery of services as well as the planning and coordinating of all functional areas. The Deputy Director works in conjunction with two supervisors who are responsible for the day-to-day management and supervision of Student Services.

Administrative and management functions which are directly assumed by the Deputy Director include:

1. Top-level policy and decision making

2. Assuring compliance with District Policy and state and federal guidelines related to Student Services
3. Direct and indirect responsibility for allocation of personnel and fiscal resources
4. Serving as representative for Student Services at the state level
5. Acting as administrative appeals source for students, staff, faculty and members of the community regarding Student Services
6. Liaison between Student Services and other institutional divisions
7. Evaluation of staff in conjunction with the Student Services Supervisors

Additional administrative positions within Student Services include two supervisors--one located on the Kenosha Campus and one on the Racine Campus. The primary functions of the supervisors include:

1. Hiring, training, supervising and evaluation of personnel.
2. Source of appeal for students, staff, faculty and members of the community regarding Student Services' concerns
3. Specific budget activities
4. Serving on specific institutional committees
5. Implement institutional policies and procedures
6. Scheduling of staff
7. Responsibility for financial concerns and activities
8. Supervision of graduation
9. Supervision of health services
10. Responsibility for recordkeeping
11. Supervision of student activities and SGA
12. Supervision of admissions and withdrawal procedures
13. Supervision of registration activities

14. Responsibility for evening services
15. Supervision of Elkhorn Student Services program by the Kenosha supervisor
16. Supervision of Student Services for CETA students

Counseling Staff

The Student Services counseling staff includes three counselors and one advisor on the Kenosha campus, three counselors and one advisor on the Racine campus and one counselor on the Elkhorn campus. A CETA counselor provides services on the Kenosha and Racine campuses for all CETA students. The administrative supervisors on the Kenosha and Racine campuses may also perform counseling functions as needed in peak periods and the Kenosha supervisor is available to assist on the Elkhorn campus when necessary.

SERVICES AND POLICIES

Activities and Athletics

A variety of student activities are planned throughout the academic year for all three Gateway campuses. Some of the activities may be the same while others will be unique to the individual campus.

A Student Services Specialist, located on the Kenosha Campus, is responsible for the overall advising and coordinating of the student activities programs for the three campuses. The Student Services Specialist is able to maintain a close association with students individually and in groups as a resource person and/or coordinator for the following:

1. Student Government Association
2. Student newspaper staff

3. Clubs related to cocurricular and extracurricular activities on all three campuses. All but two of the Gateway student clubs are program related, and many have state and/or national affiliation. The clubs represent broad areas of interest, such as business, health, industry and clerical, as well as more specific programs, such as data processing, nursing or fluid power. A number of students will belong to two related clubs. The majority of the clubs are very active in local state and national competitions and number as follows:

   a. Kenosha campus - approximately 28 clubs

   b. Racine campus - approximately 26 clubs

   c. Elkhorn campus - approximately 6 clubs

4. District Student Activities Board

   The District Student Activities Board is a student-faculty organization which is comprised of three students and six faculty members. The Board meets monthly on a rotation basis to include all three campuses and serves the purpose of:

   a. Selecting and planning all activities for an academic year

   b. Programming the activities for all three campuses

   c. Deciding an activity location and arranging facilities

   d. Determining budget expenditures for each activity and organization

      (1) Final decisions are made by the Board in conjunction with the Student Services Specialist who coordinates the overall program and assures that state or school laws or policies are followed

All Gateway student activities are funded by student activity fees from credit class enrollments paid at registration each semester.

The varsity athletic program at Gateway offers a total of ten intercollegiate sports for students which includes four men's, four women's and two coed sports. These are:

1. Golf - coed
2. Cross country - coed
3. Tennis - men's and women's
4. Basketball - men's and women's
5. Bowling - men's and women's
6. Volleyball - women
7. Wrestling - men

There is also a coed varsity cheerleading squad.

For the majority of the sports, Gateway is a member of one or more athletic organizations including:

1. Wisconsin Technical College Conference (WTCC)
2. Wisconsin Junior College Athletic Association (WJCAA)
3. National Junior College Athletic Association (NJCAA)

Students from all three Gateway campuses are encouraged to participate in any varsity sports provided they meet the WTCC eligibility requirements which are the same as those of the NJCAA.

Facilities and locations used for practice sessions, athletic meets and games include the Gateway Multi-Purpose Building on the Kenosha campus, the University of Wisconsin-Parkside and Carthage College as well as off-campus community locations in the Gateway District.

Athletic personnel for the varsity programs include:

1. The Athletic Director located on the Racine campus who coordinates and supervises athletics for all three campuses.
2. Full-time employees of noncoaching functions on the Kenosha or Racine campuses

3. Persons employed solely as Gateway coaches

Athletic programs are supported by student activity fees from credit class enrollments paid at registration each semester.

The Multi-Purpose Building facilities and programs are open to all Gateway students, faculty and staff during specified hours each day.

Students on the Elkhorn campus use the gym and facilities of a local high school for their athletic practices and events.

Admissions and Withdrawals

In keeping with the Gateway "open door" policy, all persons who seek admission to diploma or degree programs, credit classes or the Adult High School programs will be accepted provided specific admission procedures are completed and program requirements met.

Admission procedures required for acceptance into full-time programs include:

1. Completion of an "Application for Admission" form
2. A copy of high school transcripts if appropriate or required
    a. A copy of college transcripts for persons seeking advanced standing in credit courses or programs
3. Counseling admission test results which are used for admissions counseling, advisement purposes in course or program selection and academic placement in courses according to ability. The tests which are accepted by Gateway include:
    a. CPP (Career Planning Program) - administered monthly on at least two of the Gateway campuses
    b. ACT (American College Test)

c. SAT (Scholastic Aptitude Test)

d. Other appropriate standardized tests

Following completion of the three application steps, students are notified in writing of their admission status. Programs with more applicants than available space will be filled according to students' dates of completion of the admission and any special program requirements. A waiting list is used for these programs.

Prospective part-time students who are interested only in taking credit courses are usually not required to submit an application or high school transcript and counseling testing is waived.

District policies and procedures for admission to Gateway are the same for all three campuses. These are stated in the Gateway catalog and on Admission Requirements handout sheets available through Student Services. Brochures clearly outlining the admission steps are mailed and/or given to all persons inquiring about diploma or degree programs.

Any admission requirements specific to the Aviation Pilot, Cosmetology, Health Occupations and Police Science programs are stated on Admission Requirements handout sheets, curriculum sheets and/or acceptance letters. Essentially these requirements include:

1. High school diploma, high school equivalency examination or completion of 10th grade.

2. Specific achievement levels on counseling achievement or other standardized tests
3. Satisfactory completion of specific high school courses
4. Advanced standing by evaluation or testing
5. Satisfactory completion of specific college-level courses
6. Tutoring and/or satisfactory completion of courses in basic skills, such as reading, writing or math

Health Occupations Admission Committee Orientations. The semester prior to the start of clinical training, all eligible students in most of the Health Occupations programs are required to attend an admission committee orientation meeting for their particular program.

The purpose of the meetings is to increase the potential success of the students by providing information which is presented by instructional staff and Student Services personnel. The presentation includes an in-depth review of the clinical aspects of each program, identification of possible problem areas along with suggested alternative courses of action and recommendations about utilizing Gateway's supportive services.

The Ward Clerk and Nursing Assistant applicants are required to have a similar orientation session with the Health Occupations counselor either individually or in small groups.

There is no mandatory withdrawal procedure at Gateway. However, persons wishing to withdraw from credit courses or diploma or degree programs are encouraged to discuss their intentions to withdraw with a Student Services counselor or advisor and/or their instructors.

Persons are eligible for a refund if withdrawal takes place during the first four weeks of a semester. To receive a refund, formal withdrawal must be handled through the main office on all three campuses.

Adult High School

Adult High School advisors are available on all three campuses to interview students, evaluate previous credits and work experience for transfer and advise on requirements needed for completion of a high school diploma. They also determine successful completion of credits for graduation.

Advanced Standing

At Gateway, it is recognized that persons may gain knowledge and competencies through various experiences. In keeping with this philosophy, students may receive Advanced Standing for courses leading to degree or diploma programs in the following ways:

1. Transfer credits for satisfactory completion of similar courses at other institutions which are accredited. Some military service schools and apprenticeship courses may also transfer.
2. Credit by examination either oral and/or written. There is also the option of manual or proficiency exams in a laboratory setting when demonstration of a skill is necessary.
3. College Level Examination Program (C.L.E.P.) exams are recognized for credit when passing scores are obtained.
4. NLN examinations in anatomy and physiology and microbiology are recognized for credit for the Associate Degree and Licensed Practical Nursing programs when specific percentage levels are achieved.
5. Department evaluation of previous work accomplished and/or documentation of academic or work experiences. A department may evaluate previous studies and training which is not duly accredited and grant credit as a result of the evaluation.

Opportunities for advanced standing are open to all students. Those who are interested should first contact a Student Services counselor or advisor on any of the three Gateway campuses. Counselors will, in turn, make referrals to appropriate persons or departments.

Comprehensive Employment and Training Act (CETA)-Special Project Advisor

In recognition of the unique concerns and needs of the CETA students attending Gateway, a CETA advisor is available through Student Services as a contact person and counselor for all students in CETA programs on the Kenosha and Racine campuses. The advisor has overall responsibility for:

1. Orientations - at least twice a month
2. Maintaining close contact with and communication between the CETA students, their instructors, appropriate staff members and Job Service representatives
3. Implementing attendance procedures
4. Informing CETA students about the wide range of Gateway on- and off-campus programs available to them
5. Referring and encouraging CETA students to utilize the wide range of Gateway on- and off-campus programs available to them
6. Assisting Placement Service staff, CETA instructors and Job Service representatives with placement services and related activities
7. Short-term counseling and advising of CETA students
8. Referral of CETA students to community agencies and services when necessary

The CETA advisor provides services on the Kenosha and Racine campuses on a regularly scheduled and as needed basis. The Student Services counselor on the Elkhorn campus serves as the counselor and contact person for all CETA students at Elkhorn.

Orientation for CETA students is done on an ongoing basis depending on the starting dates for the various programs. Students entering regular diploma or degree programs are expected to attend orientation activities for new students. All students entering specific CETA programs are scheduled for orientation with the CETA Special Project Advisor.

The Special Project Advisor provides services on the Kenosha and Racine campus and meets with students in groups on the first day of a new program. At this time, students are given general information about Gateway and specific information about CETA, attendance and payroll requirements. Individuals representing different service areas within the institution or a Job Service counselor may speak at orientation as well. CETA handbooks are distributed and a tour of the campus is provided.

Students entering CETA programs on the Elkhorn campus will meet with the Student Services counselor there for orientation purposes.

Counseling

A variety of counseling services are offered on all three Gateway campuses. The counseling staff is also periodically involved with counseling-related activities in the public schools and community agencies. Although certain counselors may be designated to work with specific programs or groups of students, all of the counselors do general counseling and advising.

The counseling activities include:

1. Admission counseling for part- and full-time students done prior to or at the point of admission to a program or individual classes

2. Educational counseling for:

    a. Selection and sequencing of courses to satisfy program requirements and/or students' career choices

    b. Assistance in dealing with academic difficulties and/or considering program changes or alternative courses of action.

3. Career planning for selection of an initial program choice or reevaluating an earlier choice. This frequently includes a review of the Career Planning Program (CPP) test administered through Gateway.

4. Social and personal counseling. Most of the social-personal counseling is short-term and on an as needed basis. When necessary, referrals may be made to appropriate outside agencies or individuals.

5. Veterans counseling through specific counselors on both the Kenosha and Racine campuses. These counselors provide the same services offered to other students at Gateway along with advisement and information of particular concern to veterans.

6. Adult High School counseling through specific counselors on both the Kensoha and Racine campuses. These counselors provide the same services offered to other students at Gateway along with advisement and information of particular concern to persons completing high school requirements.

7. Faculty contact to exchange pertinent information about students who may be in need of special services or whose situations call for specific courses of action.

It is not mandatory that all students attending credit classes or programs at Gateway receive admissions or placement counseling prior to registration. However, every effort is made to encourage persons inquiring about courses or programs to talk with a counselor. This can be achieved through in-person inquiries at Student Services on all three campuses, by phone or mail in response to written requests for information or admission forms.

All Health Occupations programs do require some counseling or advisement contact either individually, in small groups or through Admission Committee meetings the semester prior to students starting their clinical training.

Still another means of contact is through new student orientation which is conducted the day registration is held for new students. The purpose of orientation is to acquaint students with school facilities and the policies provided concerning clubs, athletics, student housing, financial aid, counseling services, veteran benefits and the various student support services.

Individuals representing different service areas within Gateway, such as the Placement Office and the Student Developmental Center, usually speak at orientation. Student representatives of clubs and organizations, such as the school newspaper and student government association, may take part in orientation by explaining their activities. Tours of the campus are also provided and an informal reception follows the orientation program.

Additionally, Student Information Centers are located in the lounges where students are available to provide general information about Gateway.

A Student Services staff advisor is responsible for planning and scheduling the overall orientation activities. Designated counselors or advisors on all three campuses conduct the activities each semester prior to the start of classes.

Day Care

Gateway does not have day care facilities on any of the three campuses. Local listings of day care centers are available through Student Services on the Kenosha and Racine campuses.

Evening Services

Student Services provides a range of services and information for students attending evening classes, as well as for nonstudents who are unable to visit any of the Gateway campuses during the scheduled daytime hours.

Services and information available in the evening during the fall and spring semesters between 4:30 and 8:30 p.m. on the Kenosha and Racine campuses include:

1. General counseling
2. Admissions counseling
3. Veterans information and services
4. Student records information
5. Advance standing application forms and general information
6. Housing and day care listings

Services, information and activities which are available during peak periods or by schedule include:

1. Orientation

   Mini-orientations are held each semester for evening students on the Kenosha and Racine campuses. These consist of informal orientation sessions with refreshments which allow evening students, faculty and staff to become acquainted with each other, the institution and the facilities. An information table is available for picking up literature, as is a Student Services' advisor who can answer questions and deal with students' concerns.

2. Registration
3. Student activities and athletics

Services and information which are available on an as needed basis, some of which may require special arrangements or scheduling include:

1. Faculty advisement
2. Financial aid information and materials
3. Placement information and materials
4. Special needs evaluations

5. SGA information and contacts
6. Testing and evaluation
7. Work Evaluation Center
8. Counseling on the Elkhorn campus

Faculty Advisement

Faculty advisement of students is a cooperative project involving the combined efforts of faculty, students and counselors. Prior to registration for full-time diploma and degree programs or part-time credit classes, students are required to meet with an assigned faculty advisor. In addition to the advisor contact, students may also consult with a Student Services counselor. The advisement system is intended to:

1. Individualize and personalize the educational philosophy of Gateway
2. Monitor students academic progress and identify possible problems at a stage where preventive measures may be taken
3. Assist, advise, counsel or refer students when academic or personal concerns occur

Advisement is available on all three Gateway campuses and may take place in the following ways:

1. Group meetings - a minimum of two a year usually following the availability of the master class schedule for the upcoming semester
2. Individual sessions - on an as needed basis. Advisors are to post office hours to allow for scheduling appointments
3. Counseling referrals - for more intensive or longer term counseling than an advisor is able to provide. Referrals may be made to on-campus personnel or appropriate outside agencies.

Financial Aid

The function of the Financial Aid Office is to obtain funds to assist students who, without outside support, would be unable to pay for their education. The cost of education includes reasonable living expenses for students and their dependents (if appropriate) for the period of attendance at Gateway.

All students registered for at least six credits in a post-secondary program are eligible for some form of financial aid through the financial aid services provided on all three campuses. Inquiries should be directed to the campus where the student plans to attend. Elkhorn students should initially contact the Student Services counselor on that campus for financial aid information.

Financial Aids are made solely on the basis of need as determined by an evaluation of the Parents' and Students' Financial Statement done by an independent company. Eligibility is determined by satisfactory progress in school. Exceptions are determined by a Financial Aid Committee comprised of faculty and students. Gateway was among the leaders in establishing standards of academic progress for financial aid students.

Minority students receive approximately 20 percent of the awards, with overall awards divided almost equally between men and women. In addition to grant aid, interest subsidized educational loans are available to anyone registered for six or more credits in a post-secondary program regardless of family income.

Financial Aid Programs Available at Gateway

Grant Aid - Federal

Basic Educational Opportunity Grants: Many students are eligible for this program through which a student may receive up to $912 in grant aid for full-time enrollment. Less than full-time students will receive a proportionate reduction in their grant entitlement.

Supplemental Educational Opportunity Grants: High need students whose resources are less than one half the approved budget are eligible for this grant program, depending upon the availability of funds.

Nursing Scholarship: Students in the Associate Degree Nursing program may be eligible for this grant program, again depending upon the availability of funds.

Grant Aid - State

Wisconsin Higher Educational Aids Grants: These grants are only available to high need students who are legal residents of the state of Wisconsin.

Talent Incentive Program (T.I.P.): This is a supplemental grant for "disadvantaged" students who are legal residents of Wisconsin.

Wisconsin Tuition Grants: These grants are available only to legal residents of Wisconsin whose tuition and fees exceed the cost of attendance at the University of Wisconsin. Full-time students in the Aeronautic-Pilot Training program are usually the only students eligible for these grants.

Indian Grants: These grants are available to Wisconsin residents, sixteen years of age or older, at least one quarter Indian, and in need of financial aid.

Other Scholarship Aid: There are a number of smaller grants and scholarships available to students. For further information, students should check with their departments.

On-Campus Employment

Work Study: There are on-campus jobs for students who (1) are eligible for financial aid and (2) wish to earn some of their financial aid rather than accept loans.

Loans

Guaranteed Loans of up to $2,500 are now available to any students registered for at least six credits in a post-secondary program. Interest does not accrue and repayment does not begin until nine months after graduation or withdrawal. Applications are available through banks, savings and loans and the Financial Aid Office.

Nursing Loans: Low interest loans with an 85 percent forgiveness clause are available to eligible students in the Associate Degree Nursing program.

Since the first Work Study allocation of $6,700 in 1968, financial aid has become increasingly important to Gateway.

Financial aid information is distributed widely at Gateway through faculty in-service meetings, the student newspaper, financial aid brochures and admissions counselors who receive updated financial aid information on an ongoing basis. The financial aid and counseling staffs also work with and refer students to outside agencies who might be co-providers of students' support, i.e., DVR, REC, EOP and the Departments of Social Services.

As recommended by the federal guidelines, Gateway has pioneered in the area of making and enforcing standards for academic progress, clearly indicated in the award letter which the students must sign in acceptance of their financial aid. A committee of faculty, counselors and a student representative meets on the Racine and Kenosha campuses at the end of each semester to review and rule on the appeals of those students who did not achieve "good standing" at the end of their most recent semester. Students with inadequate reasons for failure to meet set standards are required to earn reinstatement of financial aid eligibility by the achievement of six or more credits with a minimum of a "C" average. The enforcement of the good standing policy has resulted in greater respect for the Financial Aid Office and more awareness of the value of an education.

The financial aid staff makes every effort to inform students regarding the regulations, the awarding criteria, the programs available and their own responsibilities for properly completing forms and following application procedures. Students not eligible for grant aid are made aware of the loan opportunity and/or referred to other appropriate agencies.

Health Services

The Health Services are intended to assist students in achieving success in their educational and vocational goals through meeting their health needs in the following ways:

1. Individual health counseling
2. Appraising students' health examination records and self-stated medical histories required for specific programs
3. Availability of a Registered Nurse to care for ill or injured students or staff until transportation to a home or community health facility is available
4. Referrals to community health facilities and/or private physicians. Physicians are retained for off-campus referrals of students and staff on the Kenosha and Racine campuses

5. Availability of a Registered Nurse to consult with school and/or private physicians, community and health personnel, instructors, staff, students and family members, when appropriate

6. Providing necessary care and services for handicapped persons

Health services are available on the Kenosha campus daily from 7:30 a.m. to 4:00 p.m., and in Racine from 8:00 a.m. to 3:30 p.m. Services on the Elkhorn campus are provided by the Student Services counselor in the case of minor illness or injury and/or by referral to an off-campus facility when necessary.

When a nurse is not on duty, minor illnesses or injuries may be treated by available personnel. Serious injuries or illnesses are handled by a rescue squad or ambulance crew. In the evening, a Student Services advisor or the evening supervisor on each campus is to be notified of any illness or injury.

All students entering the Health Occupations, Aviation, Police Science or Cosmetology programs are required to have medical forms completed and signed by a physician. These are to be turned in to the nurse on the campus where each program is located, prior to allowing students to start the programs.

Health and accident insurance is available to all students and their families through a mail-in form sent to Student Plans, Inc. These are located in Student Services.

Housing

As a commuter institution, the Student Services staff provide assistance to students who request help in finding housing. Students who are interested in obtaining housing in the Gateway District may avail themselves of a housing service through Student Services on the Kenosha and Racine Campuses. An advisor on each of the campuses is responsible for providing:

1. Current listings of available rooms and apartments
2. City maps
3. Tips on selecting housing, including payment of reasonable rent
4. Roommate listings
5. Pamphlets on renters' rights and responsibilities

Placement

The Gateway Placement Service has become increasingly active on all three of the campuses, in the classrooms and through the various service areas available to students.

The Placement Service office is on the Racine campus, but staff are located on the three campuses to assist students in the transition from school to work. Alumni of Gateway are also encouraged to use the Placement Service.

In order to provide an even greater range of services, a cooperative program has been established between the Gateway Placement office and the Wisconsin Job Service offices within the Gateway District. This cooperative arrangement provides students on the Kenosha and Racine campuses with additional placement services. A referral procedure is maintained with the Elkhorn office of Job Service for Gateway students from Walworth County.

All placement personnel are to maintain as their primary goal, the satisfactory matching of students and alumni to available job opportunities. In support of this objective, the day-to-day functions of the Placement Service includes:

1. Providing job development with employers
2. Providing opportunities to bring potential employers in contact with students and/or the institution through:
    a. On-campus interviews
    b. Off-campus interviews
3. Maintaining active and inactive placement records for students and alumni
4. Disseminating resumes and recommendations on qualified applicants to prospective employers
5. Informing students about full- and part-time job opportunities
6. Providing training in job selection and job attainment skills such as:
    a. Writing job resumes
    b. Developing interview techniques
    c. Personal strategy planning utilizing job-seeking skills
7. Providing placement counseling
    a. On a one-to-one basis
    b. In small groups
    c. In classrooms
8. Career Days which are scheduled two times a year include:
    a. Health Occupations Career Day - fall semester
    b. General Career Day - spring semester

Records

The student records function is an ongoing service for all students who are presently attending or ever have attended Gateway in Associate Degree, Diploma or Apprenticeship programs or the Adult High School Program. Active records identify currently enrolled students along with relevant personal and program identification data. Inactive records are the means of retaining permanently preserved academic data on all former Gateway students.

Maintenance of Gateway records calls for Student Services personnel to work with the following:

1. Transcripts
2. Transactions on students' academic records
3. Personal data changes
4. Securing missing grades
5. Full-time equivalency
6. Graduating students records
7. Veterans records
8. Admissions data
9. Active students records
10. Inactive students records
11. Adult High School records
12. Advanced standing data

Student records are located on two campuses with the Kenosha campus serving as the location of records for Elkhorn and Kenosha students and the Racine campus for Racine students. Only Elkhorn Adult High School records are kept on the Elkhorn Campus.

Data processing tapes are the only record kept of enrollments in Community Service classes. Information which can be retrieved includes names, addresses and phone numbers, sex, residency by counties, last school attended and grade completed.

Recruitment

Recruitment activities at Gateway are primarily shared by the School/Community Specialist and the Public Information Office.

All involved personnel work closely on coordinating and publicizing all recruitment activities within the Gateway District.

In addition to the combined efforts of these two staffs, many faculty and other staff members on the three Gateway campuses are involved with recruitment. The most active area of involvement has been the Faculty Speakers Bureau, through which faculty and staff voluntarily speak with groups which may include prospective students, teachers, counselors, parents and members of the community. The various recruitment activities include:

1. High school visitations for the purpose of talking with high school teachers, counselors and prospective students. A total of 68 visitations are done yearly at the District's 27 high schools

2. Campus tour groups of the Kenosha and Racine campuses are conducted by appointment. These include general tours of the campuses and/or specific program areas

3. Faculty Speakers Bureau using full-time faculty volunteers to speak to high school classes on topics related to their areas of instruction. An average of 50 such engagements are arranged each year through the Bureau

4. A newsletter, "Gateway Digest", published four times a year, informs about 2,000 educators, social service agencies, employers and other resource persons in the community about Gateway programs and events

5. Instant Career Information Service using a toll-free phone call to learn about Gateway programs from a recorded message

6. Slide-tape packets describing Gateway programs are available to all district schools. Three high schools have permanent sets of the slide-tapes, with other sets located at an Adult Learning Center and a campus Learning Resource Center

7. Career film library includes a collection of more than 550 books and audiovisual materials. Twenty-seven 16mm films show many of the career opportunities offered through Gateway. All materials are available through the Learning Resource Centers and may be loaned to schools and outside agencies.

8. Displays at college fairs presented yearly by Gateway in the southeastern Wisconsin and northern Illinois areas

9. High School Skill Olympics is hosted annually by Gateway for high school students in the District. Sixteen different events are held in the Business Education and Trade and Industry areas with $150 scholarships to Gateway offered in each of the 16 areas. Scholarships are sponsored by local business and industry.

10. Career Planning Program is held yearly in most of the district high schools. During the 1977-78 year, nearly 5,000 high school juniors were administered the Career Planning Program, an inventory published by the American College Testing Program. The inventory assesses students' interests, work-related experiences and abilities. Administration and an hour feedback session on the results are done by Gateway staff assisted by school counselors.

11. Agency and minority recruitment is done by a full-time staff person located on the Racine campus. In addition to recruitment, this person serves as a liaison with social service agencies in the District. Much of the work is done at the neighborhood, grass-roots level.

Recruitment by Public Information Office. Activities which are primarily handled by the Public Information Office, but involve assistance from Student Services staff include:

1. Promotional literature
2. News releases about special activities, new programs and availability of existing programs
3. Displays at District and out-of-state county fairs
4. Tabloid advertising of noncredit classes and evening and Saturday credit classes.
5. Trade show displays at home shows, etc., in the District and nearby communities
6. Open House on a Sunday afternoon in the spring

Recruitment Committee. A staff committee has been appointed to explore ways of increasing and improving recruitment activities at Gateway.

Registration

The primary responsibility of the registration function is to properly enroll students in classes in both credit and adult education divisions at Gateway. This is done through the cooperation of Instructional Services, Community Services and the Data Processing Department of Administrative Services.

During the 1977-78 academic year, approximately 10,000 students were registered for Instructional Services (credit) classes, and 32,000 students in Community Services (noncredit) classes. The registration process offers a broad range of services which include:

1. Credit registration on all three campuses
2. Cross-campus registration for credit classes, making it possible to register at any campus for courses offered on other campuses
3. Mail registration for part-time credit students
4. Credit registration by program and assigned time to decrease waiting time and reduce registration errors
5. "Open" hours of credit registration including evening and Saturdays
6. Mail registration for adult education classes
7. Adult registration at 16 permanent high school locations and the three Gateway campuses in the District
8. Adult education at off-campus class locations
9. Short-form, noncredit registration

Student Profile

The following tables (Tables 6.1, 6.2 and 6.3) show a breakdown of the students attending Gateway during the 1978-79 academic year.

Table 6.1

Associate Degree Programs

Age	Male	%	Female	%
Under 20	772	20.64	1086	28.44
20-29	2075	55.49	1723	45.12
30-39	634	16.95	600	15.71
40-49	102	2.72	301	7.88
50-Over	156	4.17	108	2.82
Totals	3739	99.9	3818	99.9

Table 6.2

Diploma Programs

Age	Male	%	Female	%
Under 20	134	31.67	179	29.73
20-29	212	50.11	281	46.67
30-39	65	15.36	79	13.12
40-49	10	2.36	48	7.97
50-Over	2	.47	15	2.49
Totals	423	99.9	602	99.9

Table 6.3

Associate Degree and Diploma - Totals

Age	Male	%	Female	%
Under 20	906	21.76	1265	28.61
20-29	2287	54.94	2004	45.33
30-39	699	16.79	679	15.36
40-49	112	2.69	349	7.89
50-Over	158	3.79	123	2.78
Totals	4162	99.9	4420	99.9

504 Rehabilitation Act for Handicapped Persons

Enabling legislation for the handicapped calls for provision of special assistance for persons with known or suspected educational needs. The staff person designated to identify exceptional needs is also closely involved with the Learning Skills Program, Work Evaluation Center and Testing Center on the Racine Campus. Individual services or programs which can be diagnostically coordinated may include:

1. Nondiscriminatory selection and administration of standardized tests
2. Provision of auxiliary aids and information about resources for persons with impaired sensory, manual or speaking skills
3. Reasonable modifications in academic requirements
4. Availability of social and athletic activities
5. Availability of health services
6. Provision for special learning aids and/or academic materials, such as tape-recorded tests, notetakers, tutors, oral exams and physical access to classes

The staff and faculty on all three Gateway campuses are committed to cooperate with any reasonable request.

Student Government Association

The guiding principles of the Gateway Student Government Association call for social progress and the betterment of social and educational standards of life. In keeping with these, the SGA serves as a coordinating unit for Gateway students through:

1. Representation of the study body
2. Acting as a liaison between students, administration and the faculty

3. Involvement in planning social and educational activities for the student body, and participation in institutional functions such as:

    a. Assisting with graduation

    b. Sponsorship of blood drives

    c. Attending District board meetings and serving on institutional committees

    d. Identifying and meeting students needs through services such as the Student Information Center, book fund requesting a change in the social calendar and upkeep of student facilities

Each of the three campuses has a separate SGA which is comprised of representatives and officers. Representatives are selected during the fall semester through the process of filing signed petitions and followed by student body elections for eligible candidates. The SGA officers are nominated from within the total group of representatives and are in turn voted on by the representatives on each of the individual campuses. The numbers for each campus are:

1. Kenosha - 5 officers and 12 representatives
2. Racine - 5 officers and 8 representatives
e. Elkhorn - 5 officers and 8 representatives

About four times a year, the Tri-Campus SGA, consisting of all officers and representatives meets with an SGA advisor from each campus. The meetings are rotated at off-campus locations within the District. The purpose of the meetings is to identify similar campus concerns and problems for which there may be a common resolution.

In addition to the Tri-Campus SGA meetings, the individual SGA officers and representatives for each campus hold regular on-campus meetings.

Testing Center

The Testing Center, located on the Racine campus, is available for clinical and industrial testing services and evaluations to persons referred by Gateway staff members, outside individuals or agencies, or through self-referral.

There is a "community oriented" concept at the center where a variety of testing and psychological services are offered depending on the purpose of the referral. A fee is charged to cover costs for the testing materials and scoring which may be administered to:

1. Individuals in the community
2. Gateway students attending all three campuses
3. Persons from industry or community and social agencies
4. Persons from professional or paraprofessional programs

General short-term counseling both before and after testing is part of the overall assessment process to allow individuals to discuss personal concerns and/or plan a future course of action. Following the testing and counseling, referrals may be made by the Testing Center phychologist to other Gateway services, programs or personnel, or to appropriate off-campus services or agencies. Short-term psychological counseling is also available for self-referred Gateway students or those referred by outside agencies.

Results of the testing and recommendations based on any counseling are sent to the outside referring agencies or persons.

Veterans Affairs

The counselors for veterans affairs serve student veterans from Racine, Kenosha and Walworth counties. One counselor, located on the Kenosha campus works closely with the Kenosha and Walworth county veterans attending Gateway while another counselor is on the Racine campus to assist veterans there. In addition to the VA counselors, regular staff counselors may help veterans with general counseling and academic advisement.

The primary services offered by the veterans counselors include:

1. Full-time personal, admissions, vocational and veterans affairs counseling. Veterans counselors see every veteran attending Gateway at least once during the academic year and more if needed. -Persons with problems or concerns which can't be handled on campus are referred to appropriate community agencies or persons. About 100 to 150 referrals per year have been made for outside assistance.

2. Monitoring for the purpose of reviewing veterans academic progress followed by intervention whenever possible to prevent abuse of benefit rights.

3. Outreach is accomplished mainly by telephone referrals from various county service agencies. This involves contacting veterans who might benefit from Gateway's educational offerings. About 300 to 400 veterans are reached yearly through this process. The agencies utilized include:

    a. County veteran service offices

    b. County welfare departments

    c. Veteran service organizations

    d. Probation and parole offices

4. Recruitment which employs the techniques of:

    a. Word of mouth - perhaps the most successful approach

    b. Newspaper ads which are usually run two to four times a year in all newspapers in the three county district. Evidence indicates many veterans respond to the ads.

    c. Radio programs on the campus station. The station has been used to present two half-hour programs on veteran information. More programs are planned for the future.

    d. Direct referral for counseling and guidance services through community agencies, especially the county veteran service office

5. Special education with four programs available to assist veterans with remedial and tutorial services. The programs are:
    a. Adult Basic Education programs for veterans functioning below the 8th grade level
    b. Adult High School program for veterans functioning at the 8th grade level and above who have not completed high school diplomas
    c. Developmental courses in math, English, reading and English communication. These courses are usually suggested or required as background courses taken prior to or concurrently with regular program courses.
6. Referral to the Guided Studies Center, an institutionally sponsored tutoring service available to all students
7. Processing of forms and procedures for receipt of federal and state benefits

Work (Vocational) Evaluation Center

The Work Evaluation staff provides an assessment of aptitudes, interests and abilities for persons seeking assistance in making short- or long-term job decisions or setting career-related goals. The evaluation and decision-making process may include some or all of the following:

1. Interest and/or academic testing to assess interest areas and abilities
2. Use of resource information both written and audio-visual, talks with employers and/or instructors about occupations
3. Exploration of a variety of occupational areas through observation and/or personal experience
4. Behavioral observations of and discussion about persons as workers
5. Referral for visual and hearing tests
6. Adjustment of career goals depending on assessment results
7. Planning for one or more careers which might be pursued

The Work Evaluation Center is located on the Racine Campus but is available to students on all three campuses. District residents not enrolled as Gateway students may use the evaluation service at a nominal fee, however, this can be waived for anyone who decides during the evaluation process to attend Gateway.

PRIOR NORTH CENTRAL TEAM REVIEW

The following items were identified by the past North Central Visiting Team for Student Services.

Strengths

Kenosha and Elkhorn Campuses

1. Administration has actively involved students in decision-making.
2. Faculty is substantially involved in the advising and counseling process of all students.
3. The admission and testing procedures seem to be adequate and student files are in good order.
4. Placement of graduates appears to be good, range from 85-100 percent, primarily the latter.

Racine Campus

1. Active and concerned student government.

Prior Concerns and Present Status

Kenosha and Elkhorn Campuses

1. The lack of specific information in the catalog regarding laboratory instruction would be a handicap in planning the student program. This is especially true in the vocational division where the credit given for one year's work varies from 30 to 51 credit hours. Perhaps some measure other than the credit hour should be used. Some semesters show as many as nine separate courses. The catalog does not indicate they are offered in separate sequence. If the student takes nine courses concurrently, this is a highly questionable practice.

The new catalog reflects hours in both classroom and lecture-lab situations and are more meaningful to both the student and counselor for program planning.

2. If student activities are to cross program lines, a member of the Student Services staff will have to be given some time and greater responsibility in coordinating them.

   A Student Services Specialist is located on the Kenosha Campus and is responsible for the overall advising and coordinating of the student activities program, which is intended to involve and/or appeal to the greatest number of students.

3. There is a need to involve more students in student activities.

   There has been greater involvement by students the past five years largely because of expansion of student activities, i.e.,

   - A District Student Activities Board comprised of students and faculty gives leadership to student organizations of which there are approximately 60 on the District Campuses.

   - A District Activities Specialist coordinates the student activities program.

   - The varsity athletic program has been expanded to a total of ten men and women intercollegiate sports.

   - A large intramural program has been developed to serve those who seek athletic activities.

Racine Campus

1. It appears that students are not aware of formal avenues available to them for input to the college.

   The Student Government Association serves as a liaison between students, administration and the faculty. The student newspaper provides awareness on school matters as well as a voice for students to express their views on school matters. The Student Handbook and the CETA Handbook help students become aware of formal avenues for input to the school.

2. Lack of involvement of students in government of the college.

   See Response #1 above.

3. Registration should not be allowed to continue for two or three weeks after classes start.

   When classes are filled or have been in session for one week, students may enroll only with the written permission from the instructor.

CURRENT STRENGTHS, CONCERNS AND SUGGESTED SOLUTIONS

The following items were generated by the self-evaluation committees and are considered the most current representation for Student Services.

Current Strengths

1. Counseling services provide occupational testing, tutorial services and community awareness of services available to students.
2. Cocurricular and extracurricular activities strengthen student educational and career interests.
3. Students are assisted in formulating their occupational and educational goals.
4. Counseling services and orientation are available to both day and evening students.
5. Job placement activities reflect a high student placement in their related field of training.
6. Career planning opportunities are provided to high school students and the community through outreach activities.

Current Concerns and Suggested Solutions

1. Closer working relationship is needed between instructors and counselors in identifying students who should get remedial and tutorial help. There is a need for improving better faculty and student awareness of instructional services.

   Better use of instructors in advisor role. Instructors should be more involved in counseling students into appropriate programs, particularly during registration. Students should be provided with some type of academic assessment in order that they can be guided into a successful learning experience.

   Faculty Awareness: include Student Services staff in faculty meetings to discuss functions and services.

   Use the Director's Bulletin to inform faculty of new services and existing services.

   Student Awareness: schedule new student orientation during class periods so more students will attend.

Encourage students to read the Student Handbook, which lists all of the services.

Make students and faculty more aware of support programs so they can be utilized.

Place continuous emphasis on informing instructors about programs and methods for referring students into special needs programs.

Utilize student progress report form.

2. Too much financial support for athletic program.

Review the number of varsity sports.

Review the program and eliminate activities with only a few participants.

3. Create increased student awareness of the Student Government Association.

Develop an improved brochure explaining functions of SGA.

Purchase book jackets with SGA information to gain more visibility with students.

Staff members should encourage Gateway students to participate in meetings.

Provide more visibility for SGA among staff and students.

Increase involvement of SGA representatives with District committees.

4. Need for more in-depth counselor knowledge and understanding of available programs and services provided by the District.

Set up in-service meetings between instructors and counselors based upon career clusters.

Provide counselors with more opportunities to visit business and industry.

5. Recruitment processes need to be improved.

A District committee has been initiated to study the recruitment practices and to develop the appropriate strategies for improving student recruitment.

CHAPTER VII: INSTRUCTIONAL RESOURCES

The mission of the Instructional Resources Department is to:

- Support and enhance programs through the production, acquisition, indexing and dissemination of instructional materials,
- Provide and maintain appropriate audiovisual equipment,
- Offer consulting services to staff and students on the use of learning materials and equipment, and
- Continually inform the school and community of available materials and services.

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INSTRUCTIONAL RESOURCES

ORGANIZATION AND OPERATION

Under the supervision of the Director of Instructional Services, the Instructional Resources Department provides educational program support for both Instructional and Community Services through a coordinator-supervised system of four centers: Learning Resources, Instructional Television, Audiovisual and Duplicating. These centers service both the day and evening programs on the three campuses and the six Adult Learning Centers.

The specifics stressing the services by each Divisional Center are provided under separate headings that follow. Staff with divided responsibility are listed as they appear under each division.

The coordinator of Instructional Resources acts as immediate supervisor for the department. In addition to supervising and budgeting for each of the four divisions, the coordinator is also responsible for giving advice in the selection of all audiovisual equipment and materials; advising and assisting with the adoption and utilization of media technology; and offering workshops and individual sessions to facilitate media utilization in the instructional process.

To facilitate department functioning, a committee representing both the technical and professional staff in Instructional Resources has been created. The committee meets monthly to consider short and long range operational planning. Inputs for the agenda come from both the department members and the coordinator and are communicated to the entire department for action.

LEARNING RESOURCES CENTERS

The Learning Resources Center comprises an integrated system of facilities on each campus serving the instructional programs, the general informational and educational needs of the staff and students, and the continuing professional development of the faculty. In addition to the fully catalogued and indexed collections on each campus specifically oriented to its educational programs, the LRC's provide study, research and AV media utilization areas, print and microfilm copying machines, information, reference and other user services including intercampus and interlibrary loans.

The organizational and operational aspects of the LRC's also reflect the concept of an integrated approach to services and resources. The Kenosha LRC serves as the center for acquiring, cataloging and processing all District requests for print and audio visual materials. This permits identification and retrieval of all materials housed outside the LRC's in the various Instructional and Community Service's program classrooms and learning laboratory centers. A computerized locational data base record of all LRC holdings is maintained, printed out in microfiche format and distributed to each LRC to permit ready access to materials requested by students, faculty and the LRC staff. Plans call for inclusion in the data base of materials housed outside the LRC's.

In adherence to the Gateway District's mission and commitment to all multi-media approach in collection development, the LRC's holdings include some 67 percent technical, 28 percent general education, 3 percent career awareness and 2 percent professional development materials in print, AV and microfilm formats. Materials are also provided for the hearing impaired.

To maintain the appropriateness of the collection, the librarians work closely with the faculty and students through alerting procedures on new materials acquired, reviews of course pertinent releases and provision for recommendations for new purchases.

The holdings as of July 1, 1979, in the three LRC's represent a 29 percent five-year growth to 41,732 volumes (25,525 in Kenosha; 13,261 in Racine; and 2,946 in Elkhorn); a 500 percent increase to 34,314 audiovisual items; and a 42 percent planned reduction to 466 periodical titles.

This planned collection reflects program development to meet increased service demands while coping with reduced available financial resources resulting from necessary cut-backs and the problems of inflation. Over the past five years, eight new instructional programs were created and the continued promotion of services has resulted in utilization rising at a faster rate than the LRC's ability to acquire materials. In fiscal 1978-79, $46,852 or approximately .46 percent of the District's general operating funds were allocated to the LRC system to acquire books, AV materials, periodicals, equipment and purchased services compared to the 1972-73 allocations of $82,419 or 1.3 percent. During the somewhat comparable period between 1972-73 and 1977-78 a 139 percent circulation increase of materials from 39,852 items to 95,276 was recorded. While volumes added to the LRC's showed a five-year growth of 29 percent, the use of general circulating and reserve books rose 34 percent from 28,893 to 32,085. Similarly the 500 percent growth in the audiovisual collection was more than matched by an increase of over 800 percent in items borrowed, from 3,680 items to 34,142. Despite the reduction of periodical subscriptions principally caused by the budget limitations and increased costs, the circulation increased over 42 percent from 6,479 to 9,220. (See Circulation/Services Report, Table 7.1). A continued rise in circulation is anticipated based upon utilization patterns and the addition of some 250 16mm films transferred to the LRC's from the Audiovisual Centers.

The increased materials utilization is matched by the wide variety of user services. Reference services to assist users to locate information and materials have been expanded by the addition of the microfiche data base to provide intercampus retrieval. Interlibrary loan services have been broadened through participation in cooperative sharing groups such as the Tri-County Library Council and Mid-West Health Sciences Library Network. Computer searches are available through ERIC and MEDLINE systems. Other services include preparing bibliographics for instructional programs, assisting the faculty in locating audiovisual materials available on free or rental basis, offering orientations and library instruction sessions for students and faculty, plus providing copy machine service.

The increases in circulation were matched in these service areas with reference questions up 44 percent from 6,225 in 1972-73 to 8,990 in 1977-78, intercampus loans from 159 to 1,223 for the same period. Library instruction programs also increased markedly (see Circulation/ Services Report, Table 7.1).

Likewise, the utilization increases also reflect a growth in the number of people using the three LRC's. The Kenosha and Racine LRC's are each open 61 hours per week, Monday through Friday including four evenings. The Elkhorn Center is open 40 hours with no evening hours. During the 1977-78 school year, 84,724 patrons visited the LRC's based upon hourly attendance counts. A breakdown by campus and seating capacity shows the Kenosha LRC with 115 seats recorded 58,319 users, Racine LRC with 100 seats had 23,000 users, and the Elkhorn LRC that shares the Guided Studies area with a 5-seat capacity registered 3,419 users.

The total division staff numbers 14, eight full time and six part time.

The assignments by Center reflect the organization work load estimates for programs, faculty/student users and operational functions: one full-time librarian in Racine assisted by a full-time technical assistant and two part-time assistants; two full-time and two half-time librarians at Kenosha assisted by two technical assistants, one full-time and two part-time clerical and a technical assistant at Elkhorn. One librarian from the Kenosha Campus also has responsibility for providing professional service to Elkhorn. Work-study students are also employed as need and conditions permit.

The need for additional fiscal funding cannot only be substantiated by the expanded uses and programs' demands but also by the suggested potentials of further increases such collection growth would generate. The need for increased equipment and facilities also are more than warranted especially for the user and utilization growth patterns. Additional space for LRC expansion at the Kenosha Campus is included in the long-range planning documents.

Table 7.1

Gateway District Learning Resources Centers

Circulation/Services Report

	1972-73	1977-78	Sem. I 1978-79	Sem. II* 1978-79
Circulating Books	15,150	17,374	6,731	7,270
Circulating A-V	1,382	20,680	10,611	11,353
Periodicals	6,479	9,220	5,121	7,783
Pamphlets	1,230	1,322	526	601
Reserve Books	8,743	14,711	6,202	6,681
Reserve A-V	2,298	13,462	7,623	8,918
A-V Equipment	4,570	18,517	9,764	9,896
	39,852	95,276	46,578	52,502
Reference Questions	6,225	8,990	3,996	4,396
Intercampus Loans	159	1,223	493	601
Library Instruction Classes	82	130	65	70
Attendance	71,119	84,724	39,418	43,829

*Estimated

INSTRUCTIONAL TELEVISION CENTER

The Instructional Television Center located at the Kenosha Campus functions principally as a support facility for the Community and Instructional Services' programs. While its basic purposes are oriented toward audio and video production for utilization by the instructional staff, in keeping with the Gateway District's mission, the Center also recognizes a limited responsibility to community agencies, institutions and service groups. For example, the Center designed and produced video programming for State Hearing Impaired Projects.

The full commitment role of the Center is now under study as part of the Gateway District's continuing service appraisal program. The future direction can be expected to extend the present contribution of audio and video recordings made in the studio, classroom, laboratory and at field on-site locations. The signal receiving capabilities within classrooms and the Learning Resource Center in Kenosha have been discontinued as part of the pending utilization appraisal, but are anticipated to find renewed service potential as avenues for expanding the instructional program through in-house and subscribed video programming should that direction be determined within the Gateway District's mission. Presently the emphasis has been on utilization of portable equipment with the studio editing capabilities, recording and playback equipment for instructional use both in studio and classroom and workshops in operational aspects for the instructional staff. Production planning, scriptwriting, visual development and instruction in effective classroom use along with other related consultative services are also available. Video taping within copyright limitations are provided upon request by instructors.

The staff consists of a media specialist and electronic technician on a full-time basis assisted by work-study students. As projects are undertaken, additional staff plus work-study students are added.

Full services are available daily throughout the school week and on weekends and evenings by prior arrangement. A summary of the 1978 services include 60 video productions, 44 video program duplications, 16 audio production programs, 113 audio duplication programs, 29 major equipment loans, 600 instructional equipment loans, 29 related projects and 12 career education tapes captioned for the deaf to be distributed state-wide by the Wisconsin Board of Vocational, Technical and Adult Education. Several new course-related projects are being investigated for implementation at all three campuses and cooperation with other educational institutions.

AUDIOVISUAL CENTERS

The Audiovisual Division functions at Centers on all three campuses to provide services in the production of instructional materials, scheduling of owned and rented materials with necessary equipment plus the repair and maintenance of all district AV media equipment and materials.

The Centers are located in Racine in Room L-216 of Lake Hall and T-304 of the Technical Building, in Kenosha, Room 164 of the Academic Building, and in Elkhorn, the Learning Resource Center. A full and part-time technical and clerical staff of ten supplemented by CETA and work-study aides man these areas on a day and evening shift basis.

The production facilities permit a full range of audiovisual materials for instruction including transparencies, photographs, slide/tape programs, dioranas, audio recordings, motion pictures and related graphic work, mounting and laminating services.

During 1977-78, the average monthly production output in response to administrative and instructional requests was 600 slides, 300 transparencies, 100 audio tapes and 20 photographic projects.

In cooperation with the Learning Resources Centers, the Audiovisual Centers also rent some 300 audiovisual items from commercial sources and schedules their use. The equipment location sites include not only the three main centers but also the Learning Resources Centers, the various learning laboratories, adult learning centers and convenience areas scattered throughout the three campuses and other instructional sites. From the inventory of 8mm and 16mm projectors, silent and sound slide/filmstrip projectors, overhead and opaque projectors, audio recorders and players, cameras, and video equipment, some 590 items per month were loaned out during 1977-78.

The division's staff of three full-time and two part-time includes one AV technician at Racine assisted by a full-time clerical and one electronics technician and clerical assistant at Kenosha. A CETA employee serves during the day and a clerk serves part-time in the evenings at both Racine and Kenosha Centers. A full-time LRC staff member serves AV needs at Elkhorn.

The rapid improvement in technology and the changing/growing demands are integral aspects of the on-going appraisal procedures of the service commitment. Several necessary but hitherto undeveloped practices are currently being implemented such as routine material and equipment preventive maintenance, complete inventory recording and marking procedures, along with programs for equipment replacement and necessary staff/facility relocations. Service improvements are also being sought through more centralization of control of all district AV equipment. Currently the District policy requires equipment requests be routed to the Coordinator of the Instructional Resources Department for his/her advice and recommendations. Improvement would be envisioned by making the IRD the sole purchasing agent and responsible department for all District audio-visual equipment in terms of inventory, distribution, maintenance and repair.

DUPLICATING CENTERS

The printing, duplicating and copying needs of both the Community and Instructional Services are met through a unique decentralized arrangement of in-house facilities on the three campuses. The central print reproduction center is located in the basement of the Lakeshore Building at Racine to handle long runs and special printing/duplicating demands with an adjunct facility in Room 164 of the Academic Building in Kenosha.

Copy Service Centers are provided strategically on all three campuses to serve the immediate quick copy and limited duplication needs of the various adjacent departments. These centers are located in the Technical Building Room 304 at Racine, in Room 164 of the Academic Building at Kenosha and in the Main Office on the Elkhorn Campus.

Satellite copiers are made available departmentally on the Racine Campus in the Main Hall Room 201 and Lakeshore Building Room 335; on the Kenosha Campus in the Community Services Building, the T & I Wing, Business Office, Multi-Purpose Building and Radio Station Office; in Burlington in the Community Services Office. Coin-operated copy machines are made available to students and other users in both the Racine and Kenosha Learning Resources Centers.

This entire system is centrally coordinated as a division of the Instructional Resources Department and limits its services to the specifically defined mission of the Gateway District. Special requests above the present production capabilities are scheduled with outside commercial printers.

The monthly output of the two major central centers average some 1000 projects (approximately 250,000 sheets). The various copy center and satellite or departmental output exceeds 90,000 sheets monthly. The equipment used includes offset presses, phototyping, signmaker, two-color presses, spirit duplicators, photo copiers, mimeograph machines, collators, joggers, binders, folders and film plate processors.

The division staff of 12 includes graphic artists, master press operators, clerical assistants, photo typesetters, and technicians and clerical assistants on both full and part-time day and evening shifts plus work-study aides.

The continuing appraisal of the division's services in terms of its equipment and organizational format may within the near future suggest new purchases and relocation and reassignments of work of the facilities and personnel. Basic to this study are the concerns over the most economic mix between the in-house potential and commercially purchased printing and providing the most effective copy/duplication facilities to meet the demands of the various instructional and departmental needs on the three campuses and strategically located learning centers throughout a three-county area.

PRIOR NORTH CENTRAL TEAM REVIEW

The following items were identified by the past North Central Visiting Team for Instructional Resources.

Strengths

Kenosha and Elkhorn Campuses

1. Instructional materials are extremely well organized, from institution and instructor point of view, and appear to be in use.
2. The library houses one of the most complete technical resources in all areas of specialization in the institution.

Racine Campus

None

Prior Concerns and Present Status

Kenosha and Elkhorn Campuses

1. The study area in the library is too small.

   Future construction projects include expanding the study area to classrooms just south of present library area.

2. Additional library personnel should be employed.

   The present Kenosha Campus Learning Resource Center has six personnel assigned, i.e., three full-time librarians, two technical assistants and one secretary-clerk.

Racine Campus

1. The lack of financial support allocated to audiovisual materials, especially in the area of film rentals, seems to be a cause for concern.

   During the period between 1974-75 and 1978-79, a 24% growth in the audiovisual collection at Racine from 3,362 to 11,558 items was realized under a budget increase from $6,000 to $8,626. Title IIA Funds not available in 1974 now amount to approximately $5,710 for Racine audiovisual materials. Use of audiovisual materials both circulating and reserve increased this year at 50% rate based on 6,068 to 9,311 items. Materials have also been ordered and purchased with instructional program budget funds and filed in the audiovisual department for control.

Twenty-two films were purchased specifically for program needs at Racine and numerous other available from Elkhorn and Kenosha collections. The audiovisual department reported 151 rentals and 303 free-loan films were used last year at the Racine Campus for instructional purposes.

2. The lack of financial support allocated to the library for the acquisition of book titles in the area of General Education seems to be a cause for concern.

   Racine Campus LRC book purchases were made through allotments according to the combined professionally-determined needs (for both faculty and librarians) with approximately 27% allotted for General Education. Title IIA book funds for Racine totaled about $1,400 annually and supplemented and determined portion of total District funds of approximately $20,000 in 1978-79.

CURRENT STRENGTHS, CONCERNS AND SUGGESTED SOLUTIONS

The following items were generated by the self-evaluation committees and are considered the most current representation for Instructional Resources.

Current Strengths

1. Instructional Resources staff are service oriented in providing technical services to full- and part-time staff.
2. Audiovisual, instructional television and duplicating center personnel produce high quality materials.
3. Learning Resource Centers have a print and audiovisual collection that presents a good balance between technical and general education areas.
4. Instructional Resources provide periodicals, books and audiovisual materials for persons with special needs.

Current Concerns and Suggested Solutions

1. Improve regular inspection, maintenance and replacement of AV equipment.

   Audiovisual Center staff has developed a plan for front line maintenance of all audiovisual equipment in the Audiovisual Centers. Forms have been developed for use by equipment users to report any equipment failures so that immediate repairs can be made.

Implement maintenance programs on all campuses.

2. Learning Resource Center books in several subject areas are outdated.

   As funds permit, the Learning Resource Centers are conducting an inventory/weeding and updating its collection of books and audiovisual materials on the Kenosha Campus and Elkhorn Campus. Racine Campus completed this process two years ago. As funds permit, updated materials are being ordered. However, for a long-term solution use the utilization patterns studied to determine budget allocations.

   The Learning Resource Center is presently studying utilization patterns based upon circulation statistics. These utilization patterns would be used to assist in determining acquisitions/budgeting decisions for the collection. However, the District should also use these utilization patterns to determine budget allocations for the Learning Resource Center.

3. Consulting/advising and other Instructional Resources Services are not available to evening/Saturday classes and instructors on the same level as for day classes. Part-time students do not always have access to Learning Resource Center and Audiovisual Center.

   Evening services are available through all Instructional Resources divisions on the Kenosha and Racine Campuses: Audiovisual Centers, Duplication Centers, Learning Resource Centers and Instructional Television (upon request). Instructional Resources will study the need for evening services on the Elkhorn Campus and Saturday services in the District by surveying students and faculty. A report will be issued to Instructional Services based upon this study.

4. Lack of clear definition among instructional staff on the role of instructional television in educational programs.

   Instructional Resources department is currently planning a study of the utilization and role of instructional television based upon faculty and District needs. This report will be used as the basis for structuring instructional television services best suited to District programs.

CHAPTER VIII: RESEARCH AND PLANNING

The mission of Research and Planning is to:

- Promote, conduct and coordinate all institutional research,
- Identify and obtain federal, state and foundation dollars to support and expand the institution's offerings and facilities,
- Determine the need for new programs, program development and evaluation,
- Coordinate District and program evaluations,
- Develop and maintain an affirmative action program, and
- Establish communications with legislative groups concerning the mission of the District.

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RESEARCH AND PLANNING

INSTITUTIONAL RESEARCH

Most of the institutional research conducted at Gateway is applied research which has, as its target, educational improvement and professional development. Institutional research is a systematic attempt to provide answers to questions. Answers may be abstract and general, or they may be concrete and specific as is often the case in applied research. Institutional research investigates and looks for facts and reaches a conclusion based on the interpretation of those facts.

A particular kind of institutional research that frequently appears in education is survey research. At Gateway, the graduate follow-up is one of the larger institutional research projects conducted by Research and Planning Services. The purpose of the follow-up is to determine the success of the graduates of programs to determine whether the graduates have successfully attained that for which they were prepared.

The institution also conducts follow-ups of noncompleters to determine the cause for not completing their program.

Research and Planning also conducts survey research for program development, discontinuance and curriculum change.

Gateway has a registered lobbyist who researches new and pending legislation at the federal and state level relative to its impact concerning the mission of the District.

Other activities of Research and Planning are as follows:

Higher Education General Information Survey
Follow-up of pending legislation as it affects Gateway
Preparation of annual District Plan for vocational education funds
Review of literature for funding sources
Long Range Plan

PROGRAM DEVELOPMENT AND EVALUATION

The District Research and Planning Department has been very active in developing new programs. During the past ten years, 13 Associate Degree programs and 19 Diploma programs have been developed. These provide the District with a total of 31 Associate Degree programs and 26 Diploma programs. During this time, the only program proposal rejected at the state level has been the Environmental Technician program.

Research and Planning performs annual program evaluations on a rotational basis to supplement program evaluations done by the curriculum committees. Usually three to seven annual program evaluations are made by Research and Planning. The R & P procedure for program evaluation and discontinuance was revised in January of 1979. Present, as well as past, evaluation procedures have used the CIPP (Context, Input, Processes, Products) Model by D. F. Stufflebeam. An examination of the 1976 Interior Design Program Evaluation illustrates the comprehensive evaluation done using the CIPP Model.

More than 95 percent of the Health Occupations, Court and Conference Reporting, Cosmetology and Airframe and Powerplant graduates have passed state and national certification requirements. Furthermore, no adverse comments have ever been directed toward these program areas by state or national agencies.

According to the last two North Central Studies, the only concern in regard to program evaluation was lack of optimum use of the program advisory committees. However, the recent implementation of Competency Based Education (CBE) has made more effective use of advisory committees for program evaluation and competency validation. District policy mandates a minimum number of advisory committee meetings each year.

GRANTSMANSHIP

The request for grants from both public and private agencies to support special projects at Gateway has been assigned to Research and Planning for development. Generally, these grants are awarded annually without assurances of long-term funding.

The primary sources for funds are the Department of Health, Education and Welfare and the Department of Labor.

Below are a represented list of accepted proposals

1. From the Department of Health, Education and Welfare:
    a. Veteran's Cost of Instruction
    b. Adult Basic Education
    c. Construction Grants
    d. Equipment Support Grants
    e. Library Support Grants
    f. Nursing Capitation Grants
    g. Student Aid Grants
    h. Radio Support Grants
    i. Vocational Education Grants

2. From the Department of Labor:
    a. Comprehensive Employment and Training Grants
    b. Construction Grants
3. Foundation Grants from the private sector
4. International Education Grants

AFFIRMATIVE ACTION

1973-74. An Affirmative Action Plan has been in existence at Gateway since June, 1973. At that time, goals and objectives for affirmative action were established for personnel and hiring practices based upon Executive Order 11246. The Governor's Mandate, Executive Order No. 39 and Wisconsin Statute 16.14 gave guidelines for the affirmative action implementation at the District level. During this year, an Affirmative Action Committee was established and its role determined.

1974-75. An "affirmative action program" was devised in 1974-75 with the major objective "to correct imbalances and inequities in the work force of public supported agencies or school districts." The term "affirmative action" was defined as a "set of specific and action orientated procedures." A statement on affirmative action and non-discrimination was established at the District level at this time. (See Affirmative Action Plan 1974-75.)

At the State Board level during this year, the Wisconsin Board of Vocational, Technical and Adult Education made an Affirmative Action Resolution. (Page 1, 1978 Affirmative Action Plan). An Affirmative Action Officer position was established to coordinate the program.

Because of a felt need, guidelines for recruitment and hiring of minority and women candidates were established and recruitment and referral lists were also established. (See Affirmative Action Plan 1974-75.)

Major results between November, 1973, and November, 1974, were:

1. Increase in District female staff of 7.6%
2. Decrease in District male staff of 8.5%
3. The percentage of all female staff at Gateway in 1974 was 43% as opposed to 39% in 1973 for an increase of 4%
4. The percentage of males on the Gateway staff in 1974 was 57% as opposed to 61% in 1973, a decrease of 4%
5. The percentage of minority staff in 1973 was 3.3% as opposed to 3.6% in 1974 for an increase of .3%

1975-76. During this year, the Affirmative Action Plan emphasized the handicapped person in the community with continued emphasis on seeking qualified minorities. A study was completed by Research and Planning on the physically handicapped of the District. (See Affirmative Action Plan 1975-76.) Statistics were compiled on the white and minority populations of the District.

1976-77. The Affirmative Action Committee developed "Guidelines for Recruitment of Minorities". (Exhibit D of the 1976-77 Affirmative Action Plan.) These guidelines were distributed to employment managers at Gateway to aid in reaching more minority applicants.

Goals during this year appeared to get administration involved in the Affirmative Action Plan. Responsibility for implementation of the District Affirmative Action Plan has been "assigned to the administration in cooperation with the Affirmative Action Officer." (1976-77 Affirmative Action Plan.) The Affirmative Action Committee and administrative personnel became involved with the community in organizations whose mission was to aid the minority, handicapped and female groups. (Exhibit 6, 1976-77 Affirmative Action Plan.)

1977-78. The Affirmative Action Policy Statement was adopted by the Gateway District Board in August, 1978. The 1978 Affirmative Action/ Compliance Plan was adopted by the Board in December, 1978. (See 1977-78 Affirmative Action Plan.) In this plan, disseminating affirmative action policies were established, duties of the Affirmative Action Officer and duties of the Affirmative Action Committee were reviewed and revised.

Goals for full-time employees were established for 1977-78. The composite goals for 1977-78 of 5.2 percent minority and 42 percent female were met--with 5.8 percent minority and 45.8 percent female.

Also during 1977-78, the District standardized its procedure for recruitment purposes, and the District made a financial commitment to participate in a Minority Recruitment Project.

In 1978, a new position was created and filled, a Coordinator of Personnel Services. This position helped implementation of the affirmative action commitment at Gateway in that employment of applicants becomes centralized to increase consistency in employment practices.

PRIOR NORTH CENTRAL TEAM REVIEW

The following items were identified by the past North Central Visiting Team for Research and Planning.

Strengths

Kenosha and Elkhorn Campuses

1. It is commendable that an institution of this size has created positions in Research and Development in the second line of administration.

Racine Campus

None

Prior Concerns and Present Status

Kenosha and Elkhorn Campuses

None

Racine Campus

None

CURRENT STRENGTHS, CONCERNS AND SUGGESTED SOLUTIONS

The following items were generated by the self-evaluation committees and are considered the most current representation for Research and Planning.

Current Strengths

1. Mini-grants are being used to improve instructional and non-instructional programs.
2. An Affirmative Action Policy has been adopted by the District Board.

3. Student follow-up studies are conducted on a regular basis.

4. A wide variety of special research projects are conducted annually.

Current Concerns and Suggested Solutions

1. Knowledge of federal funds that are made available to the District is limited.

   Research and Planning should develop a newsletter to keep the staff aware of the federal funding available.

   Interested staff should contact Research and Planning for information on federal funding.

CHAPTER IX: ADMINISTRATIVE SERVICES (FINANCE)

The mission of Administrative Services is to:

- Project the financial needs required to support a high level of quality in existing and newly initiated programs,
- Allocate financial resources among District organizational units,
- Collect, safeguard and disburse District funds in a timely and efficient manner, and
- Provide accurate information about the District budget and financial status on a timely basis.

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ADMINISTRATIVE SERVICES

DISTRICT FINANCIAL BASE

Financial resources are an integral part of the total planning process at Gateway. In recent years, a number of developments have placed even greater importance on financial planning and financial management. Declining enrollments, declining state and federal aids, accountability and increased regulations at local, state and federal levels and high inflation rates are but a few of the many situations which have a direct impact on financial resources and the planning process.

The financial statements reveal a sound financial base. Sufficient funds have been available each year to meet both budgeted and emergency expenditures. Gateway's financial base is sufficient to support existing programs at a high level of quality and to implement new programs as their need is identified and substantiated.

GATEWAY DISTRICT INCOME

Income is received from six primary sources: local taxes, state aids, federal aids, institutional income, borrowing and other agencies. Gateway District income is designated to support the activities of the General Fund, Restricted Revenue Fund, Trust and Agency Fund, Auxiliary Services Fund, Capital Projects Fund, Financial Aids Fund and Debt Service Fund, as illustrated in the budget.

Local Tax Revenue

The largest amount of revenue in the budget comes from local tax levy. In the 1978-79 budget, $7,184,348 was raised through local taxes. This amount represented 48.8 percent of total budget revenue.

A favorable financial situation exists with respect to local tax revenue, for legislation permits the Gateway Board to raise 1.5 mills per $1,000 of equalized valuation of the Gateway District to support operational expenditures in the budget. Debt service is not included in the 1.5 mill limitation. The 1.5 mill limitation applied to the 1978-79 equalized valuation results in a maximum allowable tax levy of $9,962,062 for operational purposes. For the 1978-79 fiscal year the Gateway District was $3,130,587 below the maximum tax levy allowable for operational purposes.

The Gateway District equalized valuation was $6,641,374,600 for the 1978-79 fiscal year. This compares with $5,920,556,800 for 1977-78, $5,316,419,900 for 1976-77 and $4,796,381,400 for 1975-76. The comparison shows the tax base has increased in excess of 10 percent for each of the past four years.

State and Federal Aid

State and federal aids have not increased at a rate equal to the rate of inflation or the growth in the Gateway District's operational budget for the past several years. The 1978-79 budget shows that $4,558,850 is anticipated to be received from state and federal sources. This amount comprises 30.9 percent of total district revenue. In the three preceeding fiscal years, 1975-76 through 1977-78 the amounts received from state and federal aids were $4,564,658, $3,984,101 and $5,209,337 respectively. Since state and federal aids have not kept pace with the rate of inflation and the growth of the Gateway District, the amount raised through local taxes and student tuition and fees have had to increase at a faster rate to offset the difference.

Institutional Revenue

Institutional income in the form of tuition and fees, investment income and other miscellaneous income totals $2,721,685 in the 1978-79 budget. This amount comprises 18.5 percent of the total budgeted revenues. Tuition and fees for all courses offered at Gateway are set according to state regulations. Tuition was first charged to technical institute students in 1973. Since that time tuition and fee revenue has increased steadily each year. Other types of institutional income have shown fluctuations from year to year. The amount of institutional income has been $2,062,233, $2,492,990 and $2,245,601 for fiscal years 1975-76 through 1977-78 respectively.

Long-Term Indebtedness

The indebtedness of the Gateway District as of July 1, 1979, is $646,532.50 to be paid in installments of $355,654.37 and $290,878.13 during the next two years. The legal limit for debt service is two percent of the equalized valuation of the district, including current indebtedness. For the 1978-79 fiscal year the debt service limit is $132,827,492. It is apparent that sufficient margin exists for financing future facility expansion should the need arise.

The authority to finance by bonding is stipulated by the Wisconsin Statutes. Permission to finance by bonding may be challenged by voters in the district upon petitioning for a referendum.

After a resolution is passed by the Gateway Board to finance a building, site or equipment in excess of $100,000, a petition of 1,000 signatures of voters in the Gateway District requesting a referendum requires the Gateway Board to place the referendum before district voters for their consideration. The Gateway Board is legally bound to the decision of the voters. The Gateway Board has authority to borrow up to $100,000 without submitting the resolution to a referendum.

GATEWAY DISTRICT EXPENDITURES

The Gateway accounting system is structured according to the guidelines stipulated by the Wisconsin Board of VTAE. These guidelines require detailed coding of all accounting transactions. The coding structure provides a variety of means for grouping accounts and reporting financial data. Two of the most widely used expenditure formats for decision-making on a District-wide basis are expenditures by fund and expenditures by function.

Expenditures by Fund

Expenditures by fund are exhibited in detail and summary form in each annual budget along with the definition of each fund. The expenditures by fund are summarized for the fiscal years 1975-76 through 1978-79 in the following table:

FUND	ACTUAL 1975-76	ACTUAL 1976-77	ACTUAL 1977-78	BUDGETED 1978-79
General	$7,862,979	$8,397,227	$9,242,708	$9,930,144
Restricted Revenue	1,639,462	1,597,136	1,693,391	1,844,751
Trust & Agency	153,311	167,009	214,973	221,941
Auxiliary Services	477,359	474,875	536,788	540,210
Capital Projects	509,378	294,388	1,389,875	913,200
Student Financial Aids	855,552	829,820	899,251	927,530
Debt Service	756,827	371,816	364,844	352,873
Total	$12,254,868	$12,132,271	$14,341,830	$14,730,649

Expenditures in the General and Restricted Revenue Funds account for the operating expense of the Gateway District and comprise approximately 79.4 percent of the total expenditures. Operating expenditures have consistently amounted to nearly 80 percent of the total Gateway district expense in each of the years displayed in the table.

Expenditures in the Trust and Agency Fund have increased over the years as illustrated in the table but have consistently amounted to approximately 1.3 percent of each year's total budget.

Expenditures in the Auxiliary Services Fund and the Student Financial Aids Fund have remained relatively stable during the past four years and make up 3.8 percent and 6.6 percent of total district expenditures respectively.

Expenditures in the Capital Projects Fund show the greatest year-to-year variance. Construction projects have normally amounted to $300,000 to $500,000 per year. Expenditures in this fund have increased substantially in the past two years due to the receipt of approximately $910,000 in federal funds to construct an addition to the Trade & Industry Building.

The Debt Service Fund has consistently had expenditures of approximately $360,000 for the past three years. In 1975-76 the expenditures were $756,827 due to a final mortgage payment made for the Lakeshore Building in Racine. Only two years remain before all current long-term debts are repaid. The average annual payment for the next two years is $335,000.

Expenditures by Function

Expenditures by function are displayed in detail and summary form in each annual budget and in each monthly financial report to the Gateway

Board. Expenditures by function (for all funds) are summarized for the fiscal years 1975-76 through 1978-79 in the following table:

FUND	ACTUAL 1975-76	ACTUAL 1976-77	ACTUAL 1977-78	BUDGET 1978-79
Instruction	$6,289,411	$6,559,093	$7,222,139	$7,546,682
Instructional Resources	637,170	447,698	490,171	584,618
Student Services	1,657,870	1,750,680	1,909,561	1,970,142
Research & Planning	157,919	128,279	126,137	133,535
General Administration	434,998	519,024	485,920	560,371
General Institutional	354,426	531,887	647,083	884,258
Physical Plant	2,128,395	1,680,648	2,809,605	2,384,406
Auxiliary Services	544,227	514,962	632,779	646,826
Community Services	50,452	0	18,435	19,811
TOTAL	$12,254,868	$12,132,271	$14,341,830	$14,730,649

The Instruction Services, Instructional Resources, Student Services and Community Services functions are those which provide direct services to students and staff. These functional areas make up approximately 70 percent of total Gateway District expenditures on a consistent year-to-year basis.

The Research and Planning, General Administration, General Institutional and Auxiliary Service functions comprise approximately 1 percent, 4 percent, 5 percent and 4 percent of total district expenditures respectively.

The Physical Plant function has the greatest year-to-year variance in expenditures but averages nearly 16 percent of total Gateway District expenditures on a year-to-year basis.

Reports which illustrate each organizational unit expense within a function are available each month to provide more detailed analysis of expenditures by function.

Cost Control Regulations

In 1975, the Wisconsin Legislature passed legislation which was designed to encourage a limited annual growth in district expenditures. The law reduces state aids to a district by the amount the annual increase in total cost of full-time equivalent students exceeds 9½ percent of the prior year total FTE cost.

It is obvious that in times of double-digit inflation and a declining student population, this limiting percentage severely impacts planning of the services to be provided. Gateway has been able to maintain or slightly increase its FTE's in each of the past several years. As a consequence, the Gateway District could utilize the full 9½ percent increase in FTE cost without incurring any penalty.

The annual FTE amounts, as determined by the State Board cost control procedures, are tabulated below:

YEAR	FTE's	COST PER FTE	PERCENT INCREASE OVER PRIOR YEAR
1976-77	3980	2239	
1977-78	4156	2342	4.6
1978-79	3791	2820	20.0

If the number of FTE's decreases, or if costs increase at the current rate of inflation or a combination of both, the Gateway District has three alternatives--reduce programs and/or services, levy higher taxes at the local level, or both. Selection of any alternative will likely meet with resistance from several of the segments of the community Gateway serves.

BUDGET PROCESS

Wisconsin Statutes stipulate that a VTAE District must adopt an annual budget on or before July 1 for the ensuing fiscal year. A district may reduce this adopted budget any time up to the last working day in October, however, the budget may not be increased. In order to meet the July deadline, the Gateway budget development process begins in January with the distribution of budget forms, instructions and calendar.

The first phase of budget development is the collection of detailed budget data from each organizational unit in the school. Management staff are encouraged to involve all staff in their areas of responsibility in this phase. The detailed data are entered into the computerized budget system and reports are generated to facilitate the first budget review by the manager directly responsible for each organizational unit. Budget adjustments identified in this first phase are entered into the system and summary reports are run for the second review phase. After each review, each manager is expected to notify his/her staff of adjustments made to the organizational unit budgets.

The second phase of budget development is a review and adjustment by divisional directors. After adjustments are entered into the system, a committee of all divisional directors reviews and adjusts the total Gateway District budget and their recommendations are then made to the District Director. Following the District Director's review, the budget is presented to the District Board at its May meeting. A public hearing on the budget is scheduled for mid-June and an operational budget is adopted at the Gateway Board's June meeting subject to possible downward adjustment until its October meeting.

On July 1 of each year, the budget is implemented and all levels of management begin to receive monthly reports on the budget status. Budget status data is also available through computer terminal access for information needs demanding current data. Managers can make budget transfers in their areas of responsibility if changes in plans make them necessary.

During the months of October and February, joint budget status reviews are held by Administrative Services staff and other district managers. These reviews identify changes in plans and resulting budget overages and shortages which need further attention.

FINANCIAL OPERATIONS

The broad areas of financial operations at Gateway include purchasing, payroll and accounting, budgeting and auditing. Gateway has a sophisticated, computerized system which facilitates the gathering, processing and reporting of financial data. The system incorporates multiple-fund accounting on a modified accrual basis with substantial detail in account classifications. The ability exists to provide management with a variety of detail and summary reports needed for decision making.

The accounting systems for all VTAE Districts must comply with the guidelines stipulated in the Uniform Accounting Manual developed by the State Board. Gateway's accounting system was the first to conform with these guidelines.

The financial system provides for a maximum of nine funds, seven of which are currently being used. An 18-digit account number containing seven data elements provides for collection of very detailed financial data. The system incorporates automated processing in budget compilation, cash register transactions, payroll, accounts payable, purchasing, capital equipment inventory control and journal entries. Each sub-system constructs a portion of the financial data base which is further processed to provide a variety of budget status and financial reports. Many reports are prepared on microfiche directly from computer tapes for permanent record purposes. A student accounts receivable sub-system is currently being developed to make this process more efficient and timely.

The financial system provides for direct costs to be associated with an instructional program, project, or other organizational unit. It does not, however, provide for allocation of indirect costs. The Wisconsin Board of VTAE has not defined a cost system for use at the district level. In the absence of this definition, Gateway has implemented and used the cost system developed by the National Center for Higher Education Management Systems (NCHEMS). Gateway was one of forty schools, and the only technical institute, to be involved with the pilot testing of this system. The NCHEMS system is very sophisticated and flexible requiring an extensive data base. Gateway's financial data base is compatible with the NCHEMS system requirements so implementation problems were minimized. The data provided by the NCHEMS system provides answers to many questions asked by local, state and federal officials, and as a result the NCHEMS system is anticipated to be used in addition to any cost system defined by the State Board.

FINANCIAL REPORTING

The financial system prepares a large number of reports as a by-product of the day-to-day processing of financial transactions. These reports are at detailed and summary levels and are available through computer terminal access, printed copy and microfiche. The reports are prepared on a regular periodic basis depending upon their use.

The financial reports which are regularly distributed to all management staff are the budget status report and the detailed organizational unit expenditure report. These reports are distributed monthly, but if more current information is needed, the information may be accessed via computer terminals. Reports are also distributed to all clubs on a monthly basis which shows each club's financial status.

The Administrative Services office receives many other reports which provide a detailed audit trail of all transactions in purchasing, payroll, accounts payable, journal entries, capital equipment inventory and cash register transactions. These reports are available to staff to answer specific questions but are not distributed outside of Administrative Services.

A number of summary reports are prepared on a monthly basis for the Gateway District Board. These reports include balance sheets, revenue and expenditure reports and purchasing activity reports.

A number of financial reports are sent to the Wisconsin Board of VTAE. These include cost control reports in a projective and actual mode, two forms of an annual student and financial report and cash flow reports. A number of other reports are prepared annually on a request basis.

SUPPORT SERVICES

Administrative Services is involved in several other district-wide support services. Bookstores are operated on the Kenosha and Racine Campuses. From these main locations materials are distributed to many of the 100 plus locations where Gateway conducts classes. The bookstores also serve as distribution centers for a number of office and teaching supply items. Mailing equipment and mail distribution is located in the bookroom on each campus.

Intercampus mail deliveries are made daily between the Kenosha and Racine campuses and Learning Centers in these locations. Mail deliveries are made to the Elkhorn Campus on Tuesdays and Fridays.

Administrative Services is conducting a district-wide inventory of capital equipment. After this inventory is completed and the equipment files are adjusted to reflect the current status, the inventory process will be conducted annually by each department.

PRIOR NORTH CENTRAL TEAM REVIEW

The following items were identified by the past North Central Visiting Team for Administrative Services (Finance).

Strengths

Kenosha and Elkhorn Campuses

1. KTI appears to be well endowed financially.

Racine Campus

1. A sound and adequate financial base from both state and local sources for its present programs and anticipated growth for the next several years.

2. Future facility expansion exists for the District with over $50,000,000 available through local taxation.

3. On July 1, 1972, the District began using a greatly modified computerized budget/accounting system. The system allows for an extensive data base which provides improved reporting capabilities.

Prior Concerns and Present Status

Kenosha and Elkhorn Campuses

None

Racine Campus

None

CURRENT STRENGTHS, CONCERNS AND SUGGESTED SOLUTIONS

The following items were generated by the self-evaluaton committees and are considered the most current representation for Administrative Services (Finance).

Current Strengths

1. District has an adequate financial base with budgets well below the mill rate allowed as a state limit.

2. Budget analysis, monthly reports and audit procedures are effective in providing appropriate decision making information.

3. Distribution of financial resources to develop and maintain existing programs is excellent.

Current Concerns and Suggested Solutions

None

CHAPTER X: FACILITIES

The mission of the District with regard to facilities is to:

- Provide safe, adequate and accessible facilities to meet the educational needs of all citizens, and
- Provide up-to-date and appropriate educational facilities.

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FACILITIES

DISTRICT OWNED PHYSICAL FACILITIES

The Gateway District owns and operates three campuses--Kenosha, Elkhorn and Racine, with an Aviation Center at Kenosha Airport.

Kenosha Campus

The Kenosha Campus comprises 59 acres of land, with 213,365 square feet of building space. Parking facilities include spaces for visitors, handicapped, staff and students, totalling approximately 800 spaces. Outdoor recreation facilities include two tennis courts, a baseball diamond, a soccer field and an amphitheatre.

The buildings of the Kenosha Campus located at 3520 - 30th Avenue include the following: The Academic Building (94,954 square feet) houses classrooms, laboratories, administrative offices, Learning Resource Center, Data Processing Center, Student Services offices and the instructional television studio. The Horticultural Center (8,780 square feet) houses classrooms, floral shop, greenhouse and dome conservatory; a Head House was constructed in 1979. The Science Building (35,717 square feet) provides facilities for drafting, dental assistant, operating room assistant, electricity, food and clothing classes, student lounge and cafeteria. The Industrial Building (33,298* square feet) provides laboratories for various auto, apprentice and trade related courses; a new addition expanded the laboratory space for trade and industrial programs during

*This does not include the new addition

1978. The Multi-Purpose Building (16,107 square feet) houses the Financial Aids Office, the WGTD radio station, a student lounge and various recreation facilities, including an indoor gymnasium with locker rooms, basketball, volleyball and weight training equipment, pool table, ping pong and foosball games. The new addition to this building, which was completed in 1979, will provide facilities for the Radio Broadcasting Program and expand the indoor recreation area by adding an indoor gymnasium and one racquetball court. The Aviation Center, located on leased land at the Kenosha Airport on Highway 192 (25,085 square feet) includes a hangar, classrooms and faculty offices.

Elkhorn Campus

The Elkhorn Campus, located at the junction of East Centralia Street and Highway H, covers 64.3 acres, with 22,780 square feet of building space. The campus provides facilities for auto servicing, drafting, food service, land surveying, nursing assistant, marketing, secretarial science and farrier programs, as well as administrative offices, a student center and a learning resource center. A new facility to house the Farrier program is presently under construction. Parking facilities at the Elkhorn Campus provide 133 spaces for visitors, handicapped, staff and students. Recreation facilities include an outside lounge area, an outdoor basketball hoop and an indoor foosball table. The District leases a city-owned building located on First Avenue in Elkhorn for welding and machine shop classes.

Racine Campus

The Racine Campus, located at 1001 South Main Street, includes 15 acres, with 201,233 square feet of building space. The following buildings are located on the Racine Campus: The Lakeshore Building (48,568 square feet) houses classrooms, Community Services offices, testing center, CBE (Competency Based Education) curriculum center and the print shop. Facilities for the Hotel/Motel program, located on the first floor of the Lakeshore Building, were completed in 1978. The Technical Building (87,048 square feet) contains classrooms, apprentice-related laboratories, Student Services offices and a small lounge area. The Lake Hall (74,302 square feet) provides facilities for the bookstore, learning resource center, classrooms, laboratories, meeting rooms and student lounge. Main Hall (13,359 square feet) houses administrative and faculty offices, lounge and personnel office. Parking at the Racine Campus provides spaces for over 600 vehicles. Recreation facilities include an indoor ping pong table, access to city owned tennis courts, baseball diamond, and soccer field located along the lakeshore.

UTILIZATION OF FACILITIES

A study of student utilization of facilities is conducted annually by Research and Planning Services. Results included in the 1978 study show room utilization as high as 73 percent and student utilization as high as 51 percent during the peak hours of the morning (9 - 11 a.m.) and evening (7 - 9 p.m.). Utilization is considered high at about 70 percent. However, these figures are offset by relatively low utilization during the hours from 2 - 7 p.m. The overall results of utilization in the Gateway District, according to an evaluative breakdown provided by the State Board of Vocational Technical and Adult Education, places the Gateway District at a high level within the "Average

Utilization" category compared with other districts in the state of Wisconsin. The combined utilization of rooms and stations places Kenosha and Elkhorn campuses at a high level of utilization, and Racine campus at an average level.

DISTRICT LEASED/RENTED FACILITIES

Leased facilities for the Adult Learning Centers are at the following locations:

1712 - 57th Street, Kenosha
320 - North Pine Street, Burlington
230 - South 7th Street, Delavan
2110 - Roosevelt Park Drive, Racine
800 - Center Street, Racine

Space is also rented at 40 to 50 locations in high schools and community centers in the Gateway District for Community Service classes. In addition, many hospitals, nursing homes, doctor and dental offices are used for clinical areas in health occupations programs. Some floral shops and greenhouses in the Gateway District offer their facilities for part of an internship program for students in the Horticulture program during the summer.

Security and Safety of Facilities

Security for buildings in the Gateway District is contracted through private police. In addition, buildings on Racine and Kenosha campuses are equipped with an electronic safety system which is monitered by private police. The Gateway District has the full support and cooperation of all local and county law enforcement agencies in the area.

The Gateway District complies with OSHA (Occupation Safety and Health Act) standards and obeys all rules, regulations, and orders issued in connection with the Act, applicable to its own actions. Periodic inspections of premises on all campuses are conducted by local fire departments, representatives of the Division of Industry, Labor and Human Relations, insurance carriers, local building inspectors and staff personnel. All deficiencies reported are investigated and corrective measures are taken to provide an environment that is safe for all.

Energy/Maintenance and Repair of Facilities

Procedures and techniques have been identified that are adapted to meet the energy crisis and to conserve energy. These plans and recommendations are from administrators and members of the Building and Grounds Committee. Additional input and suggestions were requested and received from staff members. The District Director has appointed an energy coordinator whose responsibility it is to monitor and coordinate the Gateway District's energy plan.

The Gateway District has a maintenance and repair plan which includes procedures for operating and cooling control, elevator and boiler inspection, painting schedules, roof inspections, window and floor care, heating and ventilation maintenance, general maintenance and janitorial schedules. All major pieces of operating equipment are under maintenance contracts.

DISTRICT PROJECTED FACILITIES

A list of planned construction of new buildings and remodeling of existent facilities projected for the next three years is included. (Appendix K)

PRIOR NORTH CENTRAL TEAM REVIEW

The following items were identified by the past North Central Visiting Team for Facilities.

Strengths

Kenosha and Elkhorn Campuses

1. Kenosha Technical Institute is to be complimented in terms of space appropriateness for instructional programs. Space seems to be slightly ahead of enrollments for the existing programs.

Racine Campus

1. Adequate physical facilities for student use.

Prior Concerns and Present Status

Kenosha and Elkhorn Campuses

1. Future plans should include construction of a recreational center.

   The Multi-Purpose Building, located on the Kenosha Campus, houses large recreation areas including a classroom and several labs. A three hole golf course and tennis courts are located on the campus also.

2. There is a need for additional student parking.

   Student parking has been increased in all areas of District campuses. Handicapped parking has been increased as the need has been identified.

3. Expansion of laboratory areas should be considered.

   The Trade and Industrial Building on the Kenosha Campus has been expanded as has the Multi-Purpose Building and the Horticulture Center. These expansions have not only increased laboratory areas but through reassignment have resulted in better utilization of existing laboratory areas. Additional labs have been developed on the Elkhorn Campus.

Racine Campus

1. In the near future, the college might wish to examine the need for a central administrative facility that is centrally located but not at one of the present campus locations.

   A centrally-located administrative facility is not feasible and, therefore, throughout the campus buildings administrative office space has been made available.

CURRENT STRENGTHS, CONCERNS AND SUGGESTED SOLUTIONS

The following items were generated by the self-evaluation committees and are considered the most current representation for Facilities.

Current Strengths

1. Facilities and equipment are provided to allow students to acquire skills in specific occupational programs.
2. Facilities and equipment are being updated for programs as budgets permit.
3. Campus facility modifications have been made to accommodate handicapped students.
4. Facilities and equipment are safe, conducive for learning and properly maintained.
5. A wide variety of community based facilities are available and are regularly utilized.

Current Concerns and Suggested Solutions

1. Physical facilities on the Kenosha and Elkhorn Campus are overcrowded.

   Kenosha Campus during 1980-81 will be in line for remodeling of the LRC alleviating overcrowded conditions.

   Elkhorn Campus during 1980-81 will have extensive construction relocating the LRC, expanding the Student Lounge, adding machine and welding labs, classrooms and office space.

2. Review of facility modifications are needed to accommodate sight impaired or blind students.

   Determine where modifications are necessary to accommodate blind students.

3. As facilities and utilization continue to expand, the need for additional parking will be required on all three campuses. (Kenosha Campus has an additional 75 parking spaces (1979-80); parking in Elkhorn will increase with expansion of the Elkhorn facilities in 1980-81; there can be no increase in parking on the Racine Campus because the parking lot is city owned.)

   Encourage student and staff usage of city bus service.

   Facilitate network for carpooling.

   Increase number of parking spaces.

   Reserve part of each parking lot for compact cars and reduce the size of parking stalls to get more cars in less space.

4. Adult Learning Centers may be overcrowded at their present locations.

   Consider larger facilities to coincide with student needs.

5. Facilities are needed for student activities on the Racine and Elkhorn Campuses.

   Consider "sunken part" of the Racine Campus Student Lounge to be used as game room.

   With expansion of Elkhorn lounge in 1980-81, facilities will double in size.

CHAPTER XI: ABSTRACT, SUMMARY AND CERTIFICATION STATEMENTS OF ACCREDITATION

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ABSTRACT, SUMMARY AND CERTIFICATION STATEMENTS OF ACCREDITATION

ABSTRACT

This self-evaluation was designed as an application for reaccreditation and for a substantive change by considering Gateway as one educational entity instead of individual campuses. Information has been presented by chapter that dealt with the Philosophy and Objectives of the District, the Institution and Environment, the Organization and Administration, the Administrative Services, the Educational Programs (Instructional and Community Services), the Faculty and Staff, Research and Planning and the Facilities. These chapters provided information necessary for the assessment of the District.

A committee structure was utilized to facilitate the gathering of information that accurately described the programs and activities of Gateway. The charge to these committees was to analyze the District's present activities, assess the particular strengths, determine the areas of concern and develop suggested solutions to the concerns that would improve upon the programs and services for students. The results of the committees' work pointed out areas of strength, concern and gave suggestions for correcting the concerns. These suggestions and other recommendations will receive the attention of the faculty, staff and administration.

SUMMARY

The facilities and equipment provided on all three campuses allow students a learning environment to acquire skills in specific occupational programs. A wide variety of community-based facilities are also used to bring the educational program and services to the residents of the District.

Faculty and staff meet the state VTAE requirements for certification in their assigned areas. Staff members participate in continuing education for professional development, professional and civic organizations and in-service activities.

An open door policy exists, allowing students to enter either full- or part-time instructional programs or services. Instructional programs are reviewed on a regular basis by outside agencies. Occupational competencies, instructional materials and curricula are updated with the assistance of advisory committees. The adult education programs and/or courses on the campuses and at outreach locations provide opportunities to meet the needs of the various groups in the community. Pre-vocational courses are provided for special target groups to develop student readiness within the regular programs. WGTD radio provides a public service to the community.

Counseling services are provided to both day and evening students. Other services include occupational testing, tutorial services, community awareness programs and job placement activities. Outreach activities provide high school students with career planning opportunities.

The Instructional Resources Department provides educational program support through four centers: learning resources, instructional television, audiovisual and duplicating. Services are provided to day and evening students and staff on the three campuses and at the six adult learning centers.

Gateway's department on Research and Planning conducts follow-up studies and special research projects on a regular basis. An affirmative action policy has been adopted by the District. Mini-grants are being used to improve instructional and noninstructional programs.

The District has an adequate financial base with budgets well below the mill rate allowed as a state limit. The budget analysis, monthly reports, audit procedures and budget procedures are effective in providing appropriate decision-making information. The distribution of financial resources will help and maintain existing programs.

The organizational structure of the District outlines channels of communication, decision making and lines of authority which are conducive to the supervision of personnel and instructional programs. Administrative personnel are certified in their assigned positions and have both teaching and related occupational experience.

CERTIFICATION STATEMENTS OF ACCREDITATION

Gateway "has clear and publicly stated purposes appropriate to a postsecondary educational institution" as evidenced in Chapter 1, The Philosophy and Objectives of Gateway, pages 1-6.

Gateway "has established conditions and procedures under which these purposes can be realized." Information alluding to the purposes can be found in Chapter 3, Organization and Administration, pages 23-26; Chapter 8, Research and Planning, pages 165-168; Chapter 10, Facilities, pages 189-190; Chapter 5, Educational Programs, pages 75-80.

Gateway "is organized, staffed and supported so that it can be expected to continue to accomplish its purposes." Chapter 4, Faculty and Staff, pages 33-55; Chapter 9, Administrative Services (Finance), pages 173-184 and Chapter 3, Organization and Administration, page 30 dealt with this subject. Gateway is accomplishing its purposes as can be seen in Chapter 5, Educational Programs, pages 67-108; Chapter 6, Student Services, pages 115-147.

Gateway "fully meets the Criteria of Eligibility for Consideration for Accreditation and fulfills the obligations of membership in the Association through the Commission."

Eligibility for Accreditation

1. Gateway has formal authority through legislation created in Wisconsin Statute (Section 38.01) to operate and authorize the awarding of a certificate, diploma and associate degree.
2. Gateway has a District Board which includes representation from each county, i.e., employees, members at large and a superintendent of schools.
3. Gateway has a formally designated chief executive officer.
4. Gateway has its financial records externally audited on a regular schedule and makes available to the public on request the most recent report of the external auditors.
5. Gateway enrolls students in 32 associate degree and 31 diploma programs for at least one academic year.
6. Gateway provides in the diploma and degree programs general education courses as an essential element in its principal educational programs.

7. Gateway has a statement developed by the Wisconsin Legislature specifying the mission and potential students it can serve, and admits students to its programs under an open door policy compatible with its educational purposes.

8. Gateway has completed at least one complete cycle of its principal programs before the Commission's evaluation.

Obligations of Affiliation

1. Gateway conducts a program of self-study and self-assessment directed toward the improvement of all its activities, thereby fostering the excellence of its educational programs.

2. Accurate and fair descriptions of Gateway's programs, activities and procedures are made freely available to all interested persons (and especially to present and prospective students).

3. Gateway provides each person successfully completing a program with either a certificate, diploma or degree describing the demonstrated attainment of the graduate.

4. Gateway will not undertake activities that can significantly change its character, such as programs leading to degree at new levels, service to new student clienteles and utilization of the services of external educational organizations, without the explicit authorization of the Commission.

5. Gateway joins with other institutions affiliated with the Commission in guarding against encroachments which jeopardize the integrity of the educational institutions or their abilities to enhance educational quality.

6. Organizational obligations as set forth in the by-laws of the Association and the procedures of the Commission, including periodic review of accreditation, payment of dues and fees and making reports as reasonably requested by the Commission shall be met by Gateway.

A supplemental report entitled, "Plan of Action", will be sent to the team members before their on-site visit. This "Plan of Action" will provide team members with an up-to-date status report relating to the current concerns. An annotated bibliography reflecting District reports and support documents will be prepared for the visiting team's use.

It was felt that the development of the North Central Self-Evaluation Study allowed for the maximization of input from all segments of the Gateway District and represents not only a District-wide self-evaluation but a self-evaluation which reflects the unique individual character of the campuses.

APPENDIXES

APPENDIX A

Committee Structure

NORTH CENTRAL SELF-EVALUATION PROCESS 1978-79
TOPICAL COMMITTEE STRUCTURE

Philosophy and Objectives

Chairperson: Harold Sahakian
Secretary: Theresa Balciunas

John Strehmel
Angie Andersen
Alice Keating
Ed Widener
Joyce Muller
Tommy Bishop
Ursuline Ferguson
Eugene Bilotti
Santhy Krass
Nancy Burke
Veronica Gilsdorf

Organization and Administration

Co-Chairpersons: Brian Calhoun
Gilmore White
Secretary: Connie Sharp

William Thaldorf
Doris Myers
Robert Kelly
Hubert Braun
Paul Pham
John Barr
Duane Holmlund
William Higgins
Cy Pontillo
James Sisak

Student Services

Jean Brennan
Co-Chairpersons: Donovan Krueger
Diane Leisemann
Secretary: Doris Mack

Luann Stipanuk
Leonard Klappauf
Ethel Stills
Helen Van Lone
Marcia Wolff
Karen Daly
Gladys Renick
Charles Mattes
Colette Zukowski
Anna Primus

Community Services

Co-Chairpersons: James Pierce
Gary Vaillancourt
Secretary: Marilyn Matarrese

Bernice Ruter
Merrill Pinch
Vernon Foth
Araxie Kalvonjian
Norman Azpell
Florence Wesselius
Ann Timm
Steve Durkin
Palmer Martino
William Riggs
John Gyrion
Kris Nesthus
Jerome Gumbinger

Instructional Programs

Co-Chairpersons: Tony Wichmann
Jack Banerdt
Secretary: Peggy Rusk

Leo Nevala
Jo Krohn
Lorraine Piering
Carolyn Berna
Scott Krezinski
Richard Burton
Charlotte Jaeger
Berta Moir
William O'Brien
Robert Clarke
Paul Sorenson
John Lehman
Michael Vernezze

Research and Planning

Co-Chairpersons: Donald Hogan
Cecile Lengacher
Secretary: Theresa Strash

Calvin Stettler
James Andrews
Ivan Terrill
Michael Sullivan
Thomas Allain

Finance

Co-Chairpersons: Duane Holmlund
Ned Perri
Secretary: Kenneth Spiegelhoff

James Woods
Lorraine VandeWalle
Pat Holy

Facilities

Co-Chairpersons: Gary Kuhlman
Howard Heigl
Secretary: Joyce Tenuta

Richard Rohde
Rollo Luell
Alfred Piering
Robert Papendieck
Merlin Cayemberg
Vivian Schwelitz
Jack Moen
Lloyd Larson

Faculty

Co-Chairpersons: Santhy Krass
Howard Leslie
Secretary: Don Meracle

Patricia Cease
Art Jones
Leslie Klemens
Leo Nevala
Pamela Tittsworth
Terrance Sullivan
Mary Rice
Harley Green
Denzel Gunnell
Barbara Malin
Henry Landa

Instructional Resources

Co-Chairpersons: Gerald Perona
Wahid Qureshi
Secretary: Jane Holloway

Karen Sorenson
Alma Lindl
Richard Hands
Donna Bricker
Jean Hummel
Al Lansdowne
Frank Ludowise
Robert Wetzel
William Hansen
Raymond Mitchel
Joanne Maggio

District Self-Evaluation Steering Committee

Co-Chairpersons: Nicholas Covelli
Jeanette Campbell
Secretary: Lynn Clark

Wahid Qureshi
Richard Campbell
Rolland Graf
Duane Holmlund
Ralph Troeller
Jack Banerdt
Nancy Kaprelian
James Pierce
Lloyd Larson
Donald Brill
Tommy Bishop
Harold Sahakian
Kenneth Mills
Hubert Braun

Institutional Development Committee

Co-Chairpersons of Elkhorn Campus: Richard Campbell
Lloyd Larson

Co-Chairpersons of Kenosha Campus: Wahid Qureshi
Jack Banerdt

Co-Chairpersons of Racine Campus: Harold Sahakian
Tommy Bishop

NORTH CENTRAL SELF-EVALUATION PROCESS 1978-79
EDUCATIONAL TASK FORCE COMMITTEE MEMBERS

Agriculture

Jody Baumgartner, Chairperson
James Wood
James Butcher
Vern Foth
William Thaldorf

Business Education

Carolyn Finneman, Chairperson
Kathryn Darner
Sandra Fluke
Mary Grunseth
Norbert Link
Sue Miller
Barbara Chernik
Marilyn Eschner
Veronica Szeliga
David Guzzo
John Mazurek
William Topping
Juanita Clobes
David Campbell
Joseph Tobin
Gerald Ledger
Robert Mech

Administrative Services

Jack Anick, Chairperson
Kenneth Van Kammen
John Dvorsky
Howard Heigl
Kenneth Spiegelhoff

Health Occupations

Nellie Frazee, Chairperson
Susan Maastricht
Barbara Henry
Leon Olenick
Frances Antal
Leslie Klemens
Karen Sorenson
Jane Rocque
Ursuline Ferguson

Marilyn Colbert, Chairperson
Delores Cords
Harriet Goetluck
Donna Straube
Alice Allen
Patricia DeHesus
Patricia Otto
Juanita Tyler
Marjorie Blocks
Rita Field
Fae Rasmussen
William Riggs

Marketing

Richard Campbell, Chairperson
Vern Foth
Charles Mattes
Joseph Tobin
Thomas Birkle
Harley Green
Clifford Olson
Charlotte Jaeger
Richard Burton
Jane Holloway
James Sisak

Hospitality Subcommittee

Thomas Birkle, Chairperson
Harley Green
Raymond Ludka
Joseph Wanat

Horticulture Subcommittee

Richard Burton, Chairperson
Luanne Stipanuk
Stanton Martinson
Raymond Pfau
John Strehmel

Interior Design Subcommittee

Jane Holloway, Chairperson
Margene Rieschl
George Akgulian
Michael Barsamian

Marketing-General Subcommittee

Richard Campbell, Chairperson
Daris Peyer
Charles Mattes
James Sisak
Maxine Gross
Joanne Maggio
Michael Vernezze
Clifford Olson

Instructional Resources

Gerald Perona, Chairperson
Jean Hummel
Robert Ogreenc
Kenneth Marsh
William Hansen
Araxie Kalvonjian
Helen McFarlane
Kathleen Orth
Patricia Dill
Nello Lansdowne

LRC Subcommittee

Kathleen Orth, Chairperson
Patricia Dill
Gerald Perona
Araxie Kalvonjian

Duplicating Subcommittee

Robert Ogreenc, Chairperson
Olga Atwell
Helen McFarlane
Angie Andersen
Thomas Cooper

Instructional TV Subcommittee

Nello Lansdowne, Chairperson
Kenneth Marsh
James Wells

A-V and Maintenance Subcommittee

William Hansen, Chairperson
Jean Hummel
Angie Andersen

Research and Planning

Jack Banerdt, Chairperson
Theresa Strash
Donald Hogan
Nicholas Covelli
Vivian Schwelitz

Alumni/Foundation

Michael Sullivan, Chairperson
Terrence Sullivan
James Pierce
Kenneth Mills
Thomas Krimmel

Public Information

Frank Ludowise, Chairperson
Robert Strifling
Bernadette Friedell
Helen McFarlane
Thomas Krimmel

Student With Special Needs

Florence Wesselius, Chairperson
Kathleen Peterson
Barbara Shovers
Thomas Bishop
Ruth Herrmann
Colette Zukowski
Mary Jo Morris
Jo Ellen Burns
Laurie Zappa
Marsha Wolff
John Lehman

WGTD

Gary Vaillancourt, Chairperson
David Kuehn
David Campbell
Kris Nesthus
Donald Meracle
Art Jones
Harold Sahakian

General Education

Rosemary Rexhausen, Chairperson
Alfred Gomez
Howard Leslie
Ramona Dudley
David Dosemagen
Catherine Clark
Richard Neu
Larry Stamm
Mary Jo Morris
John Cherry
Terrence Sullivan

Driver Education Subcommittee

John Hammill, Chairperson
John Gyrion
Michael Klett
Steven Durkin
Terrence Sullivan

Trade and Industry

Donald Christenson, Chairperson
Stuart Vorpagel, Co-Chairperson
Hugh Wheeler
John Denning
Henry Setzler
Daniel Wooster
Daniel Ziegler
Richard Gizelbach
Robert Hamilton
Fred Leighton
Albert Pennequin
William Millhouse
John Vergenz
Francis Trusky
Paul Pham
Fred Wentorf
Hans Mauer
Kenneth Lahr
Thomas Jordan
Calvin Stettler
Jerry Spangler
Norman Dearth
Melvin May
William O'Brien

Apprenticeship Subcommittee

Richard Gizelbach, Chairperson
Hans Mauer
William Heinkel
Ed Mader

Auto Body, Automotive & Motorcycle Mechanics Subcommittee

Daniel Wooster, Chairperson
Roy Madsen
William O'Brien
William Millhouse
John Denning
Daniel Ziegler

Aviation Subcommittee

Robert Clarke, Chairperson
James Andrews
Frank Gattolin
Alfred Piering
Jerry Spangler
Wayne Dunai
Paul Sorenson
Denzel Gunnell
Thomas Bailey
John Vergenz

Civil Structural Subcommittee

Thomas Jordan, Chairperson
Robert Kelley
Kenneth Lahr

Drafting Subcommittee

Hugh Wheeler, Chairperson
Jack Moen
Ed Knudson

Electronic Technology, Electronic Computer, Electronic Servicing Subcommittee	Paul Pham, Chairperson	Melvin May Henry Setzler
Fluid Power Subcommittee	Norman Dearth, Chairperson	Stuart Vorpagel Francis Trusky
Industrial Engineering Subcommittee	Calvin Stettler, Chairperson	Henry Landa
Land Surveying Subcommittee	Albert Pennequin, Chairperson	Robert Kelley Jack Moen
Machine Tool and Operation Subcommittee	Fred Leighton, Chairperson Ellis Hansen	William Heinkel Richard Gizelbach Hans Mauer
Mechanical Design Subcommittee	Kenneth Lahr, Chairperson	Thomas Allain Merlin Cayemberg
Precision Materials Inspection Subcommittee	Hans Mauer, Chairperson Richard Gizelbach	Robert Hamilton Fred Leighton
Supervisor's Management Subcommittee	Donald Christenson, Chairperson	George Harrison
Upholstery and Auto Trim Subcommittee	Robert Papendieck, Chairperson	William Millhouse
Welding Subcommittee	Robert Hamilton, Chairperson	Gary Kuhlman Orville Davis

Student Services

Robert Strifling, Co-Chairperson Richard Lenz, Co-Chairperson	JoDell Faraone Judy Anderson Linda Warren	Karen Daly Mona Trimbel

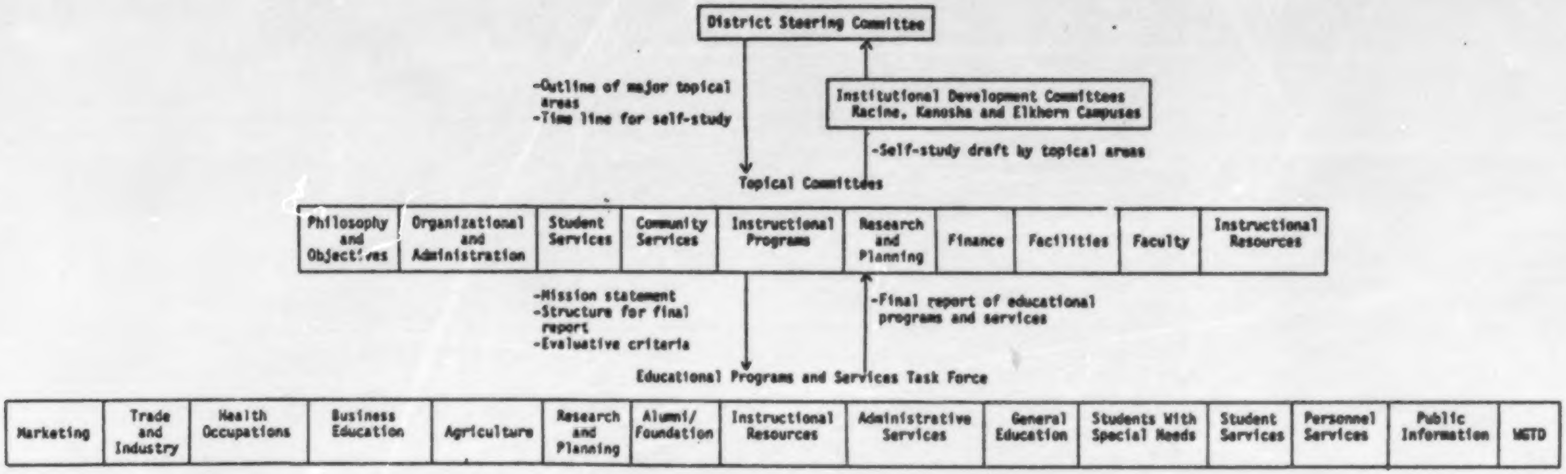
Personnel Services

Kenneth Niemeyer, Chairperson	Thomas Krimmel	Genevieve Kikilas

APPENDIX B

Informational Flow Chart

Gateway Self Evaluation
Informational Flow



Evaluation Criteria Form for Items

District Status→ Strengths→ Concerns→ Suggested Solutions

APPENDIX C

Wisconsin Statutes Section 38.01

APPENDIX C WAS DELETED DUE
TO IRREPRODUCIBILITY PRIOR TO
BEING SUBMITTED TO THE ERIC
DOCUMENT REPRODUCTION SERVICE

APPENDIX D

Wisconsin VTAE Map

APPENDIX D WAS DELETED DUE TO IRREPRODUCIBILITY PRIOR TO SUBMISSION TO THE ERIC DOCUMENT REPRODUCTION SERVICE

APPENDIX E

Gateway District Map

APPENDIX E WAS DELETED DUE
TO IRREPRODUCIBILITY PRIOR TO
BEING SUBMITTED TO THE ERIC
DOCUMENT REPRODUCTION SERVICE

APPENDIX F

Projected Population, Gateway District

Projected Population Gateway District

County	1970[1] Census	1978[2] Estimate	1980[1] Estimate	1985[1] Estimate	1990[1] Estimate	2000[1] Estimate
Racine	170,838	177,337	185,970	197,400	208,860	225,130
Walworth	63,444	69,058	74,350	80,430	86,460	97,660
Kenosha	117,917	125,808	136,660	148,440	160,790	181,590
TOTALS	352,199	372,203	396,980	426,270	456,110	504,380
Increase	Base	5.6	12.7	21.1	55.3	43.2
State of Wisconsin Increase		3.8	9.1	15.4	29.5	32.2

Comments: Projections presented in this table are based on the most up-to-date data available and are consistent with the population trends occurring in Wisconsin in the early 1970's. They reflect what the present trends portend for the future, especially as regards the migration component of these projections. Finally, it may be mentioned that three sets of projections were provided based on three different fertility assumptions, which gave an idea of what can be expected under alternative routes that such fertility could take. This report used current fertility levels.

Source: [1] Wisconsin Population Projects, 3rd Edition, Department of Administration, Information Systems Unit, June 1975, pages 1, 16, 196, 285, 336, State of Wisconsin, Madison

[2] Official Population Estimates for 1978, January 1978, Department of Administration, Demographic Services Center, State of Wisconsin, Madison, Pages 19, 31, 40

APPENDIX G

District Population Projection by Age Groups

Gateway Technical Institute

District Population Projection by Age Groups

Base Year 1970 to 2000

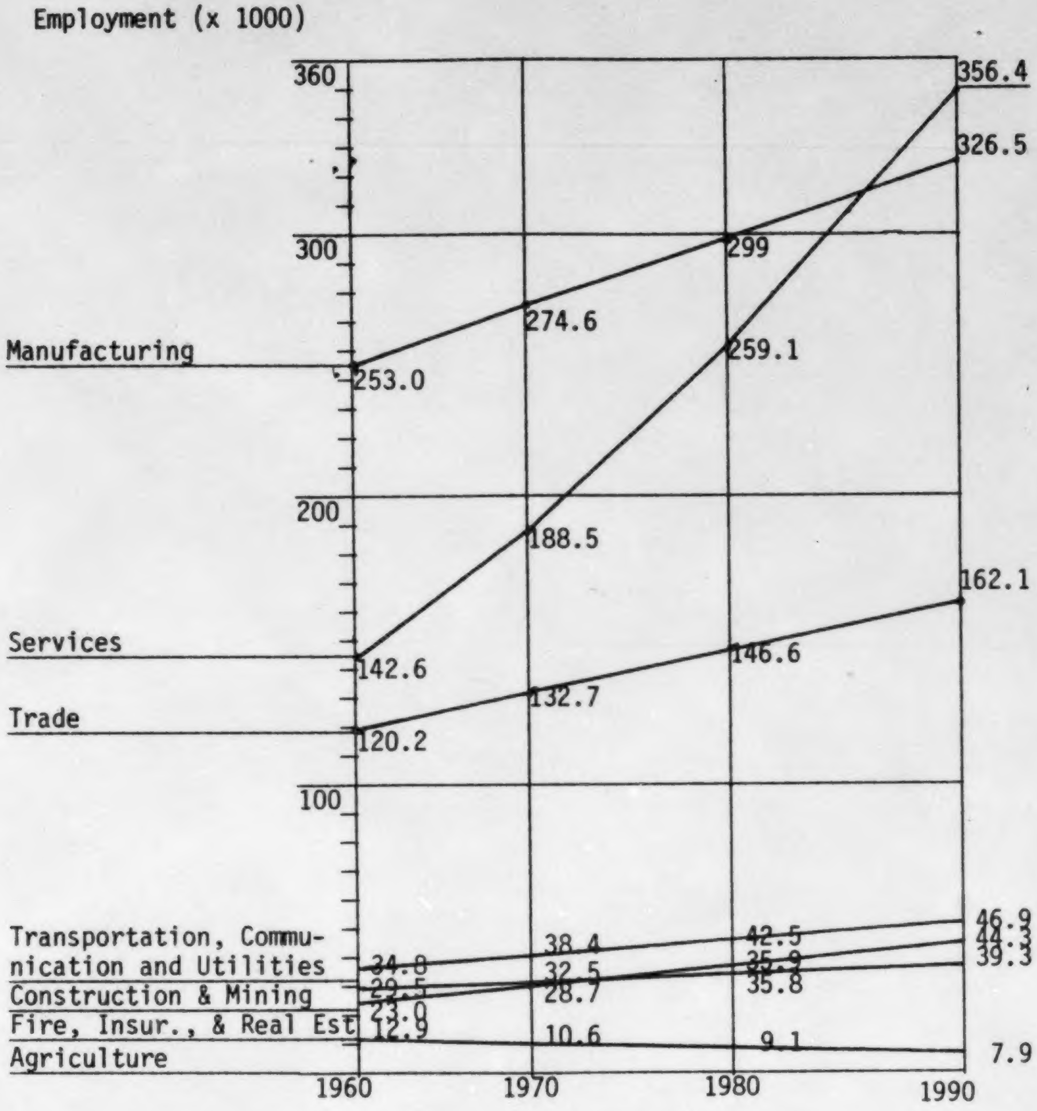
	Year	Under 5	5-17	18-24	25-34	35-44	45-54	55-64	65-74	75 & Over	Year	Totals
Kenosha	1970	10,479	32,800	12,740	14,466	12,730	13,366	10,118	6,756	4,462	1970	117,917
	1975	9,170	32,640	16,260	17,340	13,170	13,860	11,650	7,500	4,850	1975	126,440
	1980	11,440	29,320	18,560	21,670	15,480	13,260	13,090	8,560	5,280	1980	136,660
	1985	13,550	28,490	18,670	26,360	18,580	13,590	13,500	9,820	5,880	1985	148,440
	1990	14,610	32,060	15,380	29,340	23,090	15,890	12,830	11,010	6,580	1990	160,790
	2000	13,090	38,620	18,080	23,050	30,780	23,650	15,270	10,700	8,350	2000	181,590
Racine	1970	15,981	50,041	17,239	20,852	19,182	18,171	13,931	9,207	6,234	1970	170,838
	1975	13,320	48,560	22,110	24,610	18,900	18,690	14,880	9,610	6,450	1975	177,130
	1980	16,170	42,460	24,720	30,470	21,270	17,830	15,850	10,530	6,590	1980	185,890
	1985	18,680	40,620	23,400	37,260	25,080	17,570	16,290	11,250	6,930	1985	197,080
	1990	19,580	44,280	19,670	39,580	30,990	19,810	15,520	12,000	7,430	1990	208,860
	2000	16,670	50,690	21,490	30,110	39,830	28,870	17,310	11,700	8,460	2000	225,130
Walworth	1970	4,889	16,104	9,736	6,885	6,245	6,459	5,718	4,341	3,067	1970	63,444
	1975	4,660	15,840	11,100	9,500	6,530	6,660	6,210	4,790	3,320	1975	58,610
	1980	5,790	14,730	11,550	12,860	7,370	6,580	6,550	5,310	3,610	1980	74,350
	1985	6,570	14,880	11,430	14,210	10,140	6,810	6,720	5,710	3,960	1985	80,430
	1990	6,690	16,710	9,940	14,870	13,700	7,630	6,590	5,990	4,340	1990	86,460
	2000	6,190	18,580	12,180	12,540	15,600	14,130	7,510	5,940	4,990	2000	97,660

Source: Wisconsin Population Projections
Department of Administration,
State of Wisconsin, June 1975

APPENDIX H

Southeastern Wisconsin Employment Forecast to 1990

Southeastern Wisconsin Employment Forecast to 1990



Source: VTAE Planning Base- Southeastern Wisconsin

APPENDIX I

Board Member Job Description

GATEWAY VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT
BOARD MEMBER

A. Minimum Qualifications:

1. Each member must be a resident of the district he represents.
2. He must also meet the qualificaitons as set forth by Wisconsin Statutes 38.08.

B. Responsible to whom:

The Board is responsible to the residents of the District.

C. Description of Duties:

1. Determines and requests the levy of the area tax rate necessary to support the adopted school budget for the proper levying authority.
2. Selects and employs a director for the area school district.
3. Responsible for preparing annually a budget and submitting for public hearing.
4. Considers and passes upon or rejects recommendations of the director in matters of employment or dismissal of employees, salary schedules and other personnel regulations, courses of studies, and other matters pertaining to the welfare of employees, students and the school.
5. Requires reports of the director concerning the conditions, efficiency and needs of the school.
6. Appraises the effectiveness with which the school is achieving the educational purpose of the district.
7. Makes such policies as are deemed necessary for its government and the government of its employees and the pupils of the school district.

8. Refers all complaints relating to instruction and personnel problems to the director of the district. (If the District reviews the complaints, it should do so at a regular meeting of the District Board.)

9. Refrain as individuals from discussing confidential matters with anyone not in a responsible position.

10. Refrain from giving directions, as individuals, in any matter relating to the operation of the schools. (The District Board is a body politic corporate, and all powers are given to the District Board as a unit.)

11. Adopts policies, rules and regulations relating to the operation of the district and the operation of the District Board, which are consistent with the Constitution and the Statutes of the State of Wisconsin and the rules and regulations of the Wisconsin Board of Vocational, Technical and Adult Education.

13. Maintains control and management of all District funds and property and uses such funds and property to promote public education in such ways as it deems necessary and proper.

14. Approves purchase requests in accordance with Board policy and State regulations and statutes.

15. May accept gifts, grants, bequests and devices to be used to the execution of its function according to the statutes.

16. Elects a chairman, vice-chairman, secretary and treasurer to govern the Board.

17. Determines and passes upon the acquisition of sites, buildings and equipment for the operation of the District and levies taxes for such capital outlay according the statutes.

18. Establishes policies necessary to accomplish the educational goals established in the philosophies and objectives of the District.

APPENDIX J

Chief Administrators' Job Descriptions

GATEWAY VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT
DISTRICT DIRECTOR
and PRESIDENT

A. Minimum Qualifications:

Certification as set forth by the Wisconsin Board of Vocational, Technical and Adult Education.

B. Responsible to Whom:

The Gateway Vocational, Technical and Adult Education District Board.

C. Description of Duties:

1. Serves as chief administrative officer of the District Board; attends all meetings; enters into all discussions; and makes recommendations to the District Board.

2. Provides the necessary effective, professional leadership for the District Board.

3. Keeps the District Board informed of local educational activities in progress through regular, effective and intelligent reports.

4. Responsible for planning the agenda for the District Board meetings.

5. Responsible for all educational and administrative problems.

6. Recommends staff appointments, promotions, salary adjustments and dismissals to the District Board.

7. Keeps the District Board informed on major expenditures; responsible for routine expenditures and regulations according to the District Board regulations and policies; responsible for keeping a uniform and adequate accounting system and all other official records of the District Board.

GATEWAY VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

DEPUTY DISTRICT DIRECTOR and VICE PRESIDENT

A. Minimum Qualifications:

Certification as set forth by the Wisconsin Board of Vocational, Technical and Adult Education.

B. Responsible to Whom:

District Director and President

C. Description of Duties:

Organizational Relationships

1. Report and account to the District Director and President.
2. Assume the responsibility and coordinate activities on the Racine Campus of Gateway Technical Institute.
3. Assume responsibility of District Director and President in his absence.

Major Responsibilities

1. District Operations
    a. Determine practices and procedures in cooperation with administration and faculty members toward improving the operation of the district.
    b. Assist in the development and implementation of district policies and procedures.
    c. Assist in solving individual district problems.
    d. Work coordinately with various functional areas to assure proper services to the district.
2. Communications
    a. Formulate and disseminate organizational and administrative information about the operation of the district.

3. Racine Campus

    a. Coordinate the operation of the Racine Campus and the activities on this campus.

Related Major Responsibilities

1. Budgeting

    a. Work with administrators and faculty on budgets and requisitions.

2. Community Relations

    a. Work with members of the community in promoting effective district-community relations.
    b. Resolve problems of students and parents which cannot be resolved within the functional areas.

3. Personnel Services

    a. Assist in resolving personnel concerns in the district.
    b. Participate in the selection of personnel for the district.

4. Policies and Procedures

    a. Evaluate, interpret, implement and make recommendations regarding district policies and procedures.
    b. Implement salary and welfare agreements.

5. Negotiations

    a. Serve as chairman on the Board's negotiation team.
    b. Coordinate responsibilities of various departments relative to the negotiating process.

Additional Responsibilities

1. Work with the District Director in the preparation of Board agendas.

2. Attend Board meetings and act as a resource to the District Director.

3. Assist in the evaluation and approval of requests for special projects involving district staff and students.

4. Assume other responsibilities assigned by the District Director.

DIRECTOR - COMMUNITY SERVICES

A. Minimum Qualifications

Certification by the State Board of Vocational, Technical and Adult Education

B. Responsible to Whom

District Director

C. Description of Duties

1. Develop philosophy and objectives for Community Services which are consistent with District objectives.
2. Responsible for interaction with community organizations in promoting a better understanding of the Community Services program of the District.
3. Responsible for providing regular in-service training activities for the Community Services full-time and part-time staff.
4. Responsible for the development and supervision of a comprehensive Community Services program which includes all educational opportunities other than full-time occupational programs.
5. Responsible for the preparation and submission of Community Services reports required by local, state and federal agencies.
6. Responsible for the recruitment of certifiable instructors and evening school supervisors for Community Services activities.
7. Maintain proper communications with other members of Community Services and the total District staff.
8. Responsible for securing appropriate outreach facilities throughout the District for Community Services offerings.
9. Responsible for providing leadership and supervision of all Public Information activities in the District.
10. Responsible for the development and implementation of evaluative procedures and instruments for Community Services staff.
11. Responsible for calling and conducting Community Services staff meetings.
12. Responsible for developing a Community Services educational calendar.

13. Make recommendations to the District Director regarding employment, placement, transfer, leave, merit, suspension and dismissal of all Community Services staff.
14. Make recommendations to the District Director concerning improvement of existing District Policies and procedures.
15. Assist Administrative Services in the development of a District-wide budget, and implement and supervise Community Services portion of the budget.
16. Cooperate with Instructional Services in the certification of full and part-time Community services staff.
17. Cooperate with Instructional Services in recommending Advisory Committee members and Advisory meeting agenda.
18. Assist Instructional Services staff in preparation for program evaluation by accrediting agencies.
19. Cooperate with Student Services in developing procedures and policies for registration of Community Services students.
20. Assist Student Services with recruitment and placement of students in both full and part-time staff.
21. Cooperate with Research and Planning in conducting research and planning projects related to the District's program.
22. Assist Research and Planning in writing federal projects which can expand the financial resources of the District and increase the educational services.
23. Accept and function within the code of ethics as agreed upon by the Administration.
24. Responsible for providing leadership and supervision of WGTD radio station development.
25. Responsible for providing leadership and supervision of GTI Alumni Program.
26. Make recommendations to the District Director concerning the development of the GTI Foundation and serve on the Foundation Board of Directors.
27. Accept additional professional duties as assigned by the District Director.

DIRECTOR - INSTRUCTIONAL SERVICES

A. Minimum Qualifications

Certification by the State Board of Vocational, Technical and Adult Education.

B. Responsible to whom

District Director

C. Description of Duties

1. Responsible for full time occupational programs in Gateway Vocational, Technical and Adult Education District.
2. Fosters and promotes educational opportunities for all.
3. Promotes and encourages improvement of instruction.
4. Responsible for supervision of instruction in full-time occupational programs.
5. Responsible for Instructional Resources and instructional programs.
6. Assists in curriculum and program development in cooperation with Research and Planning.
7. Responsible for scheduling and for the assignment of the staff in full time occupational programs.
8. Responsible for the development and implementation of evaluative procedures and instruments in all full occupational instructional programs.
9. Responsible for the development and implementation of the in-service educational programs for the instructional staff in full-time occupational programs.
10. Assists in planning and developing the new instructor orientation program in cooperation with Research and Planning.
11. Responsible for approving the selection and acquisition of texts, reference books and instructional equipment and materials.
12. Responsible for the recruitment and selection of faculty for full-time occupational programs.
13. Cooperate with Community Services in all areas concerning public information for full-time occupational programs.
14. Assists the Administrative Services Manager in the development and implementation of budgets for full-time occupational programs.
15. Makes recommendations to the director regarding employment, placement, transfer, leave, merit, suspension and dismissal of all instructional personnel in full-time occupational programs.
16. Responsible for the certification evaluation of all faculty.
17. Responsible for the activities of full-time occupational program advisory committees.

18. Responsible for recommending appointments of faculty to in-school standing committees.
19. Responsible for conducting teacher meetings and coordinator meetings.
20. Accepts the responsibility for communications with the assistant directors.
21. Accepts and operates within the code of ethics as agreed upon by the administration.
22. Accepts additional professional duties as assigned by the director.

DIRECTOR - STUDENT SERVICES

A. Minimum Qualifications

Certification by State Board of Vocational, Technical and Adult Education.

B. Responsible to Whom

District Director.

C. Description of Duties

1. Responsible for the organization and administration of Student Services personnel for the District.
2. Responsible for the organization, implementation and execution of the following Student Services functions:
    - a. Counseling services - all campuses
    - b. Recruitment
    - c. High school articulation
    - d. Counseling pre-tests
    - e. Testing center (Racine Campus)
    - f. Admissions
    - g. Registration - all divisions
    - h. Tuition status
    - i. Grades and probations
    - j. Student records - active and permanent
    - k. Financial aids
    - l. Veterans' benefits and records
    - m. Agency records and benefits
    - n. Financial aids
    - o. Student government
    - p. Student activities - athletics
    - q. Student publications
    - r. Student organization policies and procedures
    - s. Placement with coordinators of divisions
    - t. Alumni organization
    - u. Housing lists and assistance
3. Responsible for preparing budget for District for Student Services and administering approved budget.
4. Responsible for establishing advanced standing committee.
5. Responsible for establishing student-faculty advisory system.
6. Assists Community Services in the area of public information for Student Services.
7. Provides a climate which encourages professional growth for the Student Services staff.
8. Produces such records and reports as are required.
9. Accepts and operates within the code of ethics as agreed upon by administration.

10. Accepts the responsibility for communication with other Assistant Directors.
11. Cooperates with Research and Planning in research in the student area.
12. Develops philosophy and goals for the student personnel program as a whole and for its various areas of function.
13. Develops and appraises Student Services' organizational structure, delegate and define responsibilities, and organize the duties of professional and clerical staff.
14. Accepts additional responsibilities and duties as assigned by the Director.

Systems

1. Identifies information needs and reporting requirements in the Student Services area, specifies report format and content and identifies sources of data necessary for these reports.

2. Develops manual systems and has a general knowledge of data processing to assist in the development of automated systems to meet the procedural, records and information needs of the Student Services function.

DIRECTOR - ADMINISTRATIVE SERVICES

A. Minimum Qualifications:

Certification as set forth by the Wisconsin Board of Vocational, Technical and Adult Education.

B. Responsible to Whom:

District Director and President

C. Description of Duties:

1. Recommends policies and procedures to the District Director and other administrators as related to fiscal and non-instructional matters.
2. Determines or approves reporting needs in the Administrative Services area in regard to report content, format and frequency of preparation.
3. Supervises and coordinates all Administrative Services functions.
4. Responsible for coordination and contractual arrangements involving:
    a. Purchasing
    b. Rentals and leases
    c. Real Estate management
    d. Equipment inventory
    e. Safety standards
5. Directs a program of in-service training aimed at increasing the skills of non-instructionl school personnel and at developing proper attitudes toward the educational objectives of the district.
6. Responsible for financial planning regarding:
    a. Budget compilation in coordination with educational planning
    b. Long-term fiscal planning-operating budget
    c. Revenue estimates
    d. Expenditure estimates and budget control
    e. Fiscal relationships with other government agencies
    f. Use of systems analysis and PPBES
    g. Accounting
    h. Assists in bond referenda
7. Responsible for auxiliary services
    a. Bookstore
    b. Vending contracts
    c. Transportation

8. Responsible for permanent property records and custody of legal papers as they pertain to Administrative Services function regarding:

   a. Security and preservation of records
   b. Maintenance of storage files
   c. Purging of records no longer legally needed.

9. Responsible for administrative data processing involving

   a. System hardware selection studies
   b. Systems analysis
   c. Data processing personnel management
   d. Forms preparation
   e. Programming
   f. Use of equipment for pertinent applications

10. Assists in collective negotiations involving

    a. Service on management team when required
    b. Preparation of pertinent fiscal data for management team
    c. Sharing of proper information with employee units
    d. Mediation and grievances

11. Responsible for cost analysis regarding

    a. Unit costs
    b. Comparative costs
    c. Cost distribution studies

12. Responsible for school assessment, levy and tax collection procedure as may be set by law.
13. Responsible for debt service and capital fund management involving

    a. Long and short-term financing
    b. Maturities and debt payments
    c. Long-range capital programs
    d. Investments
    e. Reporting
    f. Bond and note register
    g. Debt service payment procedures
    h. Short-term debt management

14. Assumes other responsibilities as assigned by the District Director.

APPENDIX K

Planned Construction

FACILITIES

Planned Construction
1979-82

Location	Present Status	Planned Construction
	1979-80	
Kenosha	Overcrowded Classrooms and classroom replacement to be vacated for LRC expansion	Science Wing Addition
Kenosha	Needs additional insulation and re-roofing	Science Wing
Kenosha	Lack of extra curricular facilities	Four Tennis Courts
District	Miscellaneous paving	Pavement repair and resurfacing
District	Miscellaneous minor improvements	Renovations necessary for program continuance
	1980-81	
Kenosha	Insufficient space for students	Minor renovation of present LRC and the adjacent classrooms
Racine	Insufficient lab space	Remodeling of present Technical Building to create additional lab space
Racine	Overcrowded and inadequate Student Service delivery	Enclosing covered area of 3rd floor Technical Building adjacent to Student Services area
Elkhorn	Lack of lab space	Machine Shop and Welding Shop
Elkhorn	Overcrowding of present LRC and student center	LRC and related classrooms
	1981-82	
Kenosha	Overcrowding of Student Services	A one story addition on east side of Multi-Purpose Building to provide expanded and centralized services.

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